

**NEW RIVER**  
Community College

**CURRICULUM  
DEVELOPMENT  
MANUAL**

*Revised 2023*



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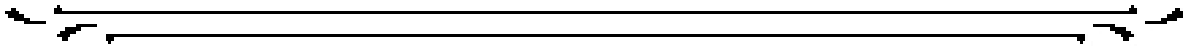
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# *INTRODUCTION*

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

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 them 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 educational as well as operational.

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 and Instruction Committee*

## **TIMELINE**

### **2023-2024**

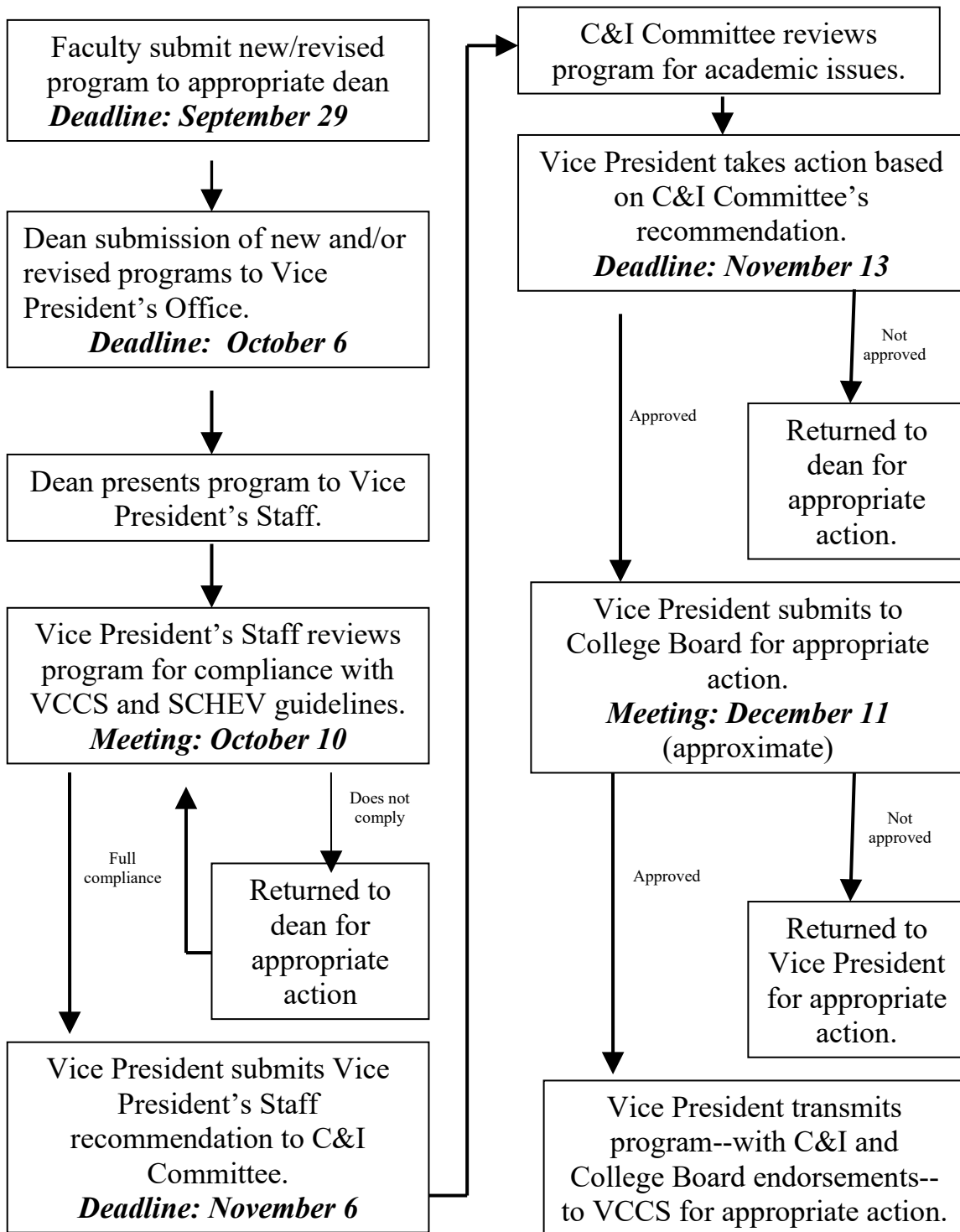
DATE	MEETING/DEADLINE	ACTION
September 29	Deadline	Faculty submission of new and/or revised programs to the academic deans
October 6	Deadline	Dean submission of new and/or revised programs to Vice President's Office
October 10	Meeting	Vice President's Staff to review and approve program submissions
November 6	Deadline	Vice President's Office submits curriculum proposals to C & I committee
November 13	Deadline	C & I committee makes recommendations to Vice President on program submissions
December 11	Meeting	Board approval of program submissions for upcoming Catalog
January - August	–	Research and development of new programs

**NOTE:**

Development of new programs can and should occur throughout the academic year. Programs developed between January and August of each year will be subjected to the same review and approval process as shown on page 8. **However, the deadlines listed above must be met to ensure current publication of the programs in the Catalog.**

# NRCC Curriculum Review Process

## (Deadlines for Catalog Publication)





# DEFINITIONS

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<b>Career Studies Certificate</b>	A program of study in an occupational/technical area not less than 9 nor more than 29 semester credit hours which may include courses numbered 10 - 299. <b>Must have 16 or more credits to be eligible for financial aid.</b> Exempt from SCHEV and VCCS Table 5-1 requirements (page 15).
<b>Catalog</b>	The current New River Community College online catalog ( <a href="http://catalog.nr.edu">http://catalog.nr.edu</a> ).
<b>Common Curricula</b>	A common curriculum is a set of courses leading to a degree or certificate that has been developed by a statewide faculty group. (See Section 5.2 for policy on development of common curricula.) Such curricula may be established for transfer or career-technical programs. If a common curriculum exists, it will be posted to the VCCS intranet maintained by Academic and Workforce Programs Unit, VCCS System Office, and followed by all colleges that offer the program.
<b>Degree Program</b>	A degree program is a coherent curriculum comprised of 100- and 200-level courses leading to the award of an associate degree; is identified by a six-digit CIP code used for reporting purposes to external agencies and in the SCHEV Degree and Certificate inventory; and is listed on the student's diploma and academic record. CIP Codes are assigned by the System Office and are consistent for a given degree program offered at any VCCS college. (See <b>Courses &amp; Programs</b> at <a href="http://courses.vccs.edu/">http://courses.vccs.edu/</a> )
<b>Major</b>	A major is a grouping of 100 and 200-level courses that define a discipline or interdisciplinary specialty within a degree program; listed under a common CIP code of the parent degree; and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as a minimum of 25% of total credits required for the degree (15-18 credits), excluding the general education core.
<b>Non-Degree Program</b>	A program of study consisting of a concentration of courses in or closely related to a single discipline that culminates in the awarding of a certificate or a diploma. A minimum of 15% of the total credits required to complete the program must be general education courses. Certificate programs (with a minimum of 30 semester credit hours) and diploma programs are exempt from SCHEV and VCCS Table 5-1 requirements (page 15).
<b>Program Proposal</b>	A program proposal consists of all of the elements of documentation required by SCHEV to support the addition of a new <u>degree program</u> . <b><i>Majors, specializations and non-degree programs do <u>not</u> require preparation of a SCHEV program proposal.</i></b> (See <b>VCCS Degree Program Proposal Guidelines and Checklist</b> on page 78)
<b>SCHEV</b>	State Council of Higher Education for Virginia ( <a href="http://www.schev.edu">www.schev.edu</a> )
<b>Specialization</b>	A specialization is an area of concentration within an approved AAA or AAS degree, varying from the parent major by 9-15 credit hours.
<b>VCCS Courses &amp; Programs</b>	The VCCS online search system classifying curricula with options to search courses, programs and majors or focus on a specific college within the VCCS; also known as the <b>Master Course File</b> . (See <b>Courses &amp; Programs</b> at <a href="http://courses.vccs.edu/">http://courses.vccs.edu/</a> ).
<b>Vice President's Staff</b>	Administrative team at NRCC comprised of the Vice President for Instruction and Student Services, the Dean of Arts and Sciences, the Dean of Business and Technologies, the Dean of Health Professions, the Dean of Student Services, the Director of Distance Education, the Director of Library Services, the Financial Aid Manager, and Assessment & Program Review Specialist.



# ***OVERVIEW***

According to the VCCS Policy Manual, a new academic program must undergo a certain review process prior to its implementation. Different types of programs require different levels of review depending on the type of program and authority that has been granted by SCHEV. The Policy Manual provides direction for the type and extent of review required for each program, as outlined in Table 5-3 and 5-4 below. See **Section XIII** for an outline of **NRCC Programs** and the classifications.

**Table 5-3**

## **Review & Approval of Transfer Degree Programs and Majors**

Key	Action			
R = Review/Recommend A = Approve N = Notification/Reported To	AA or AS Program		AFA	Majors
	New to the College but on SCHEV List of Approved AA and AS Programs	Not on SCHEV List of Approved AA and AS Programs		
<b>Local Level</b>				
College Curriculum Committee	R	R	R	R
College Administration	A	A	A	A
College Board	A	A	A	A
<b>State Level</b>				
VCCS AWP Staff	R	R	R	R
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R	R	R
State Board for Community Colleges	A	A	A	A
SCHEV Staff	R	R	R	-
State Council	N	A	A	-
<b>Regional Accreditation</b>				
SACCOC	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>
<sup>1</sup> Colleges should adhere to current SACSCOC guidelines for substantive change.				

*VCCS Policy Manual – Section 5*

**Table 5-4**

**Review and Approval of Career/Technical Programs**

Key	Action					
	Degree (AAA, AAs)	Major	Specialization	Diploma	Certificate	Career Studies Certificate
R = Review/Recommend A = Approve N = Notification/Reported To						
<b>Local Level</b>						
Curriculum Advisory Committee	R	R	R	R	R	R
College Curriculum Committee	R	R	R	R	R	R
College Administration	A	A	A	A	A	A
College Board	A	A	A	A	A	A
<b>State Level</b>						
VCCS AWP Staff	R	R	N	R	A	N
Chancellor					A/N <sup>2</sup>	
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R	-	R	R	-
State Board for Community Colleges	A	A	-	A	A/N <sup>2</sup>	-
SCHEV Staff	R	-	-	R	R	-
State Council	A	-	-	N	N	-
<b>Regional Accreditation</b>						
SACSCOC	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>
<sup>1</sup> Colleges should adhere to current SACSCOC guidelines for substantive change. <sup>2</sup> Original requests must be approved; additional colleges' requests need only be reported.						

*VCCS Policy Manual – Section 5*

## ***GENERAL EDUCATION OBJECTIVES***

Associate degree programs provide a coherent, shared experience for students to develop the core general education competencies expected of them as college-educated individuals. General education, as an integrated and cohesive whole, provides the educational foundation necessary to promote intellectual and personal development. Upon completion of the associate degree, graduates of New River Community College will demonstrate competency in following general education areas:

1. ***Civic Engagement*** The ability to contribute to the civic life and well-being of local, national, and global communities as both a 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.
2. ***Critical Thinking*** 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.
3. ***Written Communication*** 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.
4. ***Quantitative Literacy*** The ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will be able to calculate, interpret, and use numerical and quantitative information in a variety of settings.
5. ***Professional Readiness*** The ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Professionally ready degree graduates will be able to demonstrate skills important for successful transition into the workplace and pursuit of further education.
6. ***Scientific Literacy*** The ability to recognize and understand the scientific method, concepts, processes, and applications used in the pursuit of knowledge. Scientific literacy prepares individuals to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to apply the scientific method, and evaluate empirical information

Note: for further information refer to the VCCS Policy Manual, section 5.0.2.2

<b>PROGRAM REQUIREMENTS</b>	
Major Field Core	Minimum 15 credits
Related/Specialization Courses	Maximum 15 credits
Electives	0-15 credits

This manual provides guidelines for the review and approval of new programs by program type. All programs for which an associate degree is awarded (including specializations) must meet the VCCS and accreditation requirements appropriate to the type of program. The tables that follow (**VCCS Table 5-1** and **SACSCOC Accreditation Requirements**) define these requirements.

### College Transfer Education

Associate of Arts (AA)

Associate of Fine Arts (AFA)

Associate of Science (AS)

Associate of Arts and Sciences (AA&S) Since this degree is being phased out, no new students will be placed in any AA&S degree as of Fall 2025.

### Career/Technical Education

Associate of Applied Arts (AAA)

Associate of Applied Science (AAS)

Questions regarding process, documentation, or program requirements should be directed to the Vice President for Instruction and Student Service

**Table 5-1**  
**Virginia Community College System**  
**Minimum Requirements for Associate Degrees**

	Minimum Number of Semester Hour Credits			
	(1) AA	(2) AS	(3) AFA	(4) AAA/ AAS
General Education:				
Communication	6 <sup>(a)</sup>	6 <sup>(a)</sup>	6 <sup>(b)</sup>	3-6
Humanities/Fine Arts/Literature	6 <sup>(c)</sup>	6 <sup>(c)</sup>	3-9	3-6
Social/Behavioral Sciences	6 <sup>(d)</sup>	6 <sup>(d)</sup>	3-9	3-6
Natural Sciences	4	4-8	4	0-6 <sup>(e)</sup>
Mathematics	3	3-6	3	0-6 <sup>(e)</sup>
Institutional Specific General Education Courses	5-6	5-6	0	0
<b>Total for General Education =</b>	<b>30-31</b>	<b>30-38</b>	<b>19-28</b>	<b>15<sup>(g)</sup></b>
<b>Other Requirements for Associate Degrees:</b>				
Student Development	1-2	1-2	1-2	1-2
Transfer Core <sup>(f)</sup> (columns 1-3) Career/technical courses (column 4)	27-32	20-32	34-43	43-53
<b>Total for Degree =</b>	<b>60-63</b>	<b>60-63<sup>(h)</sup></b>	<b>60-63</b>	<b>60-69<sup>(h)</sup></b>
<b>Notes:</b>				
<p>(a) Each of the courses in communication must be in written communication.</p> <p>(b) One course in humanities/fine arts for the Fine Arts major must be a literature course.</p> <p>(c) Each of the two courses cannot be from the same discipline area (e.g. humanities).</p> <p>(d) One course in social/behavioral sciences must be a history course and the second required course cannot be history.</p> <p>(e) A total of 3-6 semester hours is required in either natural sciences and/or mathematics for the AAA and AAS.</p> <p>(f) Transfer core includes additional general education and/or major courses.</p> <p>(g) As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.</p> <p>(h) See Policy 5.1.0.0.3.6 for exceptions to the total credits allowed.</p>				



***ACCREDITATION REQUIREMENTS***

	NRCC AWARDS	
	AA&S	AAS
One course in humanities/fine arts	✓	✓
One course in social/behavioral science	✓	✓
One course in natural science/mathematics	✓	✓
Course(s) including civic engagement outcomes	✓	✓
Course(s) including critical thinking outcomes	✓	✓
Course(s) including professional readiness outcomes	✓	✓
Course(s) including quantitative literacy outcomes	✓	✓
Course(s) including scientific literacy outcomes	✓	✓
Course(s) including written communication outcomes	✓	✓
Minimum of 15 credits in general education	✓	✓

Updated 8/2/21



**New River Community College  
SACSCOC Substantive Change Notification Policy**

**Purpose**

The purpose of the New River Community College (NRCC) Substantive Change Notification Policy is to ensure that the College remains compliant with SACSCOC Criterion 3.12.1:

- 3.12.1 The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes.

**Policy**

Substantive changes for New River Community College will be reported to the Commission on Colleges of the Southern Association of Colleges and Schools in accordance with SACSCOC policy on “Substantive Change for Accredited Institutions of the Commission on Colleges.”

**Substantive Change – Seeking More Advanced Level**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating coursework or programs at a different level than currently approved	1	NA	NA	Yes	Application for Level Change  Due dates: April 15 or October 1

NRCC Internal Process

New River Community College is accredited by the Commission on Colleges to award Associate Degrees as its highest degree. NRCC is one of 23 community colleges governed by the Virginia State board of Community Colleges. “The State Board shall set minimum standards and authorize issuance by institutions of appropriate associate degrees, certificates, and diplomas to individuals who satisfactorily complete the course and program requirements (VCCS Policy Manual, Section 2.04). As an institution operating under the Virginia Community College System, the associate degree is the highest degree the College can award. NRCC will not seek this type of Substantive Change.

## Substantive Change – Expansion at Current Degree Level

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Expanding at current degree level ( <i>significant</i> departure from current programs)	1	Yes	6 months	Yes	Prospectus

### NRCC Internal Process

The College has a defined cycle for submission of proposals for new programs. Program proposals are submitted by October 1 for offering programs during the following academic year (*i.e.*, program proposals are submitted ten (10) months prior to their being offered). When the College anticipates opening a new associate degree, diploma, certificate, or career studies certificate that **differs significantly** from existing programs, the College will follow the procedure outlined below.

Steps	Procedure	Responsibility	Timeline
1	The division/unit offering the program prepares a curriculum proposal for submission to the College's Curriculum and Instruction Committee (C&IC)	Academic dean or Workforce Development VP	Oct. 1
2	The College's C&IC approves the program and forwards it to C&IC of the local College Board	VP for Instruction and Student Services	Dec. 1
3	The local College Board approves the program	VP for Instruction and Student Services	Mid-Dec.
4	The VP for Instruction and Student Services informs the VCCS System Office of the new program	VP for Instruction and Student Services	Jan. 15
5	The VP for Instruction and Student Services and NRCC's Accreditation Liaison prepare a letter of notification and prospectus for submission to SACSCOC	VP for Instruction and Student Services and NRCC SACSCOC Liaison	Feb. 1
6	The President's Office sends the letter to SACSCOC	President's Office	Feb. 15

Note: **Significant Departure** – a program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a “significant departure,” it is helpful to consider the following questions:

- What previously approved programs does the institution offer that are closely related to the new program and how are they related?
- Will significant additional equipment or facilities be needed?
- Will significant additional financial resources be needed?
- Will a significant number of new courses be required?
- Will a significant number of new faculty members be required?
- Will significant additional library/learning resources be needed? (“Substantive Change for Accredited Institution of the Commission on Colleges,” Glossary of Terms)

**Substantive Change – Initiating a Branch Campus**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating a branch campus (See definition of —"branch campus" on p. 3 of this document.)	1	Yes	6 months	Yes	Prospectus

NRCC Internal Process

The Virginia Community College System has established procedures for qualifying for and establishing branch campuses. Under the present VCCS guidelines, NRCC does not qualify for nor does it anticipate establishing a branch campus.

**Substantive Change – Initiating a Certificate Program at Employer’s Request on Short Notice**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating a certificate program at employer’s request and on short notice					
...using existing approved courses	NA	NA	NA	NA	None
...at a new off-campus site (previously approved program)	1	NA	NA	Yes	Modified prospectus
...that is a significant departure from previously approved programs	1	Yes	Approval required prior to implementation	Yes	Modified prospectus

## NRCC Internal Process

The Vice President for Workforce Development initiates the appropriate approval process for offering a certificate program on short notice in response to an employer’s request. At this time the Vice President for Workforce Development indicates whether the proposed offering will a) use existing courses, b) be offered at a new off-campus site, or c) represent a significant departure from previously approved programs. If “b” or “c” applies, prior notification will be made to COC and a modified prospectus will be submitted. Whenever possible, option “a” will be the preferred course of action.

### **Substantive Change – Initiating Other Certificate Programs**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating other certificate programs ... using existing approved courses	NA	NA	NA	NA	NA
... at a new off-campus site (previously approved program)	1	NA	NA	Yes	Prospectus
...that is a significant departure from previously approved programs	1	Yes	6 months	Yes	Prospectus

## NRCC Internal Process

The College has a defined cycle for submission of proposals for new programs. Program proposals are submitted by October 1 for offering programs during the following academic year (*i.e.*, program proposals are submitted ten (10) months prior to their being offered). When the College anticipates opening a new certificate program at a new off-campus site or that is a significant departure from previously approved programs, the College will follow the procedure outlined below.

Steps	Procedure	Responsibility	Timeline
1	The division/unit offering the program prepares a curriculum proposal for submission to the College’s Curriculum and Instruction Committee (C&IC)	Academic dean or Workforce Development VP	Oct. 1
2	The College’s C&IC approves the program and forwards it to C&IC of the local College Board	VP for Instruction and Student Services	Dec. 1
3	The local College Board approves the program	VP for Instruction and Student Services	Mid-Dec.
4	The VP for Instruction and Student Services informs the VCCS System Office of the new program	VP for Instruction and Student Services	Jan. 15
5	The VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of	VP for Instruction and Student Services and	Feb. 1

	notification and modified prospectus for submission to SACSCOC	NRCC SACSCOC Liaison	
6	The President's Office sends the letter and modified prospectus to SACSCOC	President's Office	Feb. 15

### Substantive Change – Altering Educational Mission

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Altering significantly the educational mission of the institution	1	NA	NA	Yes	Contact Commission Staff (Also, see page 16, item 9)

### NRCC Internal Process

The only possible change to the educational mission of NRCC would be a transformation from a community college to a four-year institution, which would be covered under “Substantive Change – Seeking More Advanced Level.” As an institution operating under the authority of the Virginia Community College System, NRCC does not anticipate seeking this type of Substantive Change.

### Substantive Change – Initiating Joint or Dual Degrees with Another Institution

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating joint or dual degrees with another institution: (See: —Agreements Involving Joint and Dual Academic Awards”					
Joint programs - with another SACSCOC accredited institution	2	Yes	Prior to implementation	NA	Copy of signed agreement and contact information for each institution
- with an institution not accredited by SACSCOC	1	Yes	6 months	Yes	Prospectus

Dual programs	2	Yes	Prior to implementation	No	Copy of signed agreement and contact information for each institution
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NRCC Internal Process

The SACSCOC “Collaborative Academic Arrangements: Policy and Procedures” states:

The most common forms of collaborative academic arrangements are dual educational programs and joint educational programs. For the purposes of accreditation and review by SACS Commission on Colleges, the following definitions apply:

- A dual educational program is one whereby students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal and signature.
- A joint educational program is one whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seals and signatures of each of the participating institutions.

The VCCS has no policies or procedures allowing for the award of such dual degrees. NRCC does not anticipate seeking this type of Substantive Change.

**Substantive Change – Initiating Off-Campus Sites  
(Including Dual Enrollment Programs at High Schools)**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school)					
...Student can obtain 50	1	NA	NA	Yes	Prospectus

percent or more credits toward program					
...Student can obtain 25-49 percent of credit	2	Yes	Prior to implementation	NA	Letter of Notification
...Student can obtain 24 percent or less	NA	NA	NA	NA	NA

### NRCC Internal Process

When initiating off-campus sites at which students can obtain 25 percent or more credits toward a program, the College will follow the procedure outlined below:

Steps	Procedure	Responsibility	Timeline
1	NRCC planning process identifies the need to offer program(s) at a new site.	NRCC Employee	
2	Proposed new site is evaluated: A. List of course offerings B. Analysis of level of program offerings (25 percent/50 percent or more)	President's Staff Member	
3	President's Staff approves new site	President's Staff	
4	<i>For 25 – 49 percent of credit:</i> VP for Instruction and Student Services and NRCC's Accreditation Liaison prepare a letter of notification for submission to SACSCOC  <i>For 50 percent or more credit:</i> VP for Instruction and Student Services and NRCC's Accreditation Liaison prepare a Prospectus for submission to SACSCOC	VP for Instruction and Student Services; NRCC Accreditation Liaison  VP for Instruction and Student Services; NRCC Accreditation Liaison	Prior to implementation  Prior to implementation
5	<i>For 25 – 49 percent of credit:</i> The President's Office sends the letter of notification to SACSCOC  <i>For 50 percent or more credit:</i> The President's Office sends the Prospectus to SACSCOC	President's Office  President's Office	Prior to implementation  Prior to implementation

NRCC offers dual enrollment courses at the high schools within its service region and was doing so at the time of its last reaffirmation of accreditation in 2018. Because the College was already offering dual enrollment courses at all of the high schools in its service region at the time of its last reaffirmation, NRCC does not anticipate initiating any new dual enrollment sites. However, to ensure compliance with level of credit offered, the College will follow the procedure outlined below for programs currently below the 50 percent threshold. After a Prospectus is submitted for a site offering 50 percent or more credits for a program, the College will follow the procedure outlined in the following section (“Expansion of Program Offerings at Previously Approved Sites”) for expanding program offerings at those sites.

Steps	Procedure	Responsibility	Timeline
1	Academic Deans submit annual list of dual enrollment courses to be offered at each high school (off-campus site) to the Vice President for Instruction and Student Services	Academic Deans	August 1
2	Vice President for Instruction and Student Services analyzes degree programs to ensure level of offerings (25 – 49 percent or 50 percent or more)	Vice President for Instruction and Student Services	August 15
3	Vice President for Instruction and Student Services requests Director of Institutional Research to run a query of all dual enrollment courses offered by location to ensure compliance of thresholds	Vice President for Instruction and Student Services; Director of Institutional Research	Each Semester
4	Academic deans notify Vice President for Instruction and Student Services when a high school requests a new course(s) be added to the list of approved dual enrollment courses	Academic Deans	Immediately upon request for new course
5	When determination is made that a new threshold will be reached:  <i>For 25 – 49 percent of credit:</i> VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of notification for submission to SACSCOC  <i>For 50 percent or more credit:</i> VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a Prospectus for submission to SACSCOC	VP for Instruction and Student Services; NRCC Accreditation Liaison  VP for Instruction and Student Services; NRCC Accreditation Liaison	Prior to implementation  Prior to implementation
6	<i>For 25 – 49 percent of credit:</i> The President’s Office sends the letter of notification to SACSCOC  <i>For 50 percent or more credit:</i> The President’s Office sends the Prospectus to SACSCOC	President’s Office  President’s Office	Prior to implementation  Prior to implementation



**Substantive Change – Expansion of Program Offerings at Previously Approved Sites**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Expanding program offerings at previously approved off-campus sites					
...Adding programs that are significantly different from current programs at the site	NA	NA	NA	NA	NA
...Adding programs that are NOT significantly different from current programs at the site	NA	NA	NA	NA	NA

NRCC Internal Process

When expanding program offerings at previously approved off-campus sites by adding programs that are either significantly different or NOT significantly different from current programs at the site, the college will follow the procedure outlined on the next page.

Steps	Procedure	Responsibility	Timeline
1	The NRCC planning process identifies the need for expansion of program offerings at a previously approved site	NRCC Employee; Director of Institutional Research	
2	The division/unit responsible for the program informs the Vice President for Instruction and Student Services and the NRCC Accreditation Liaison of the intent to expand program offerings at the previously approved site	Academic dean or Workforce Development VP	Oct. 1 for Spring Semester Classes; Feb. 1 for Summer or Fall Semester Classes

3	The Director of Institutional Research provides a tracking report for course offerings by individual sites.	Director of Institutional Research	Upon request
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### Substantive Change – Program Length

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Altering significantly the length of a program	1	NA	NA	Yes	Prospectus

### NRCC Internal Process

The length of programs (*i.e.*, number of credits) is established by VCCS policy. “The State Board shall establish minimum standards and shall authorize community colleges to award appropriate associate degrees, diplomas, certificates, and career studies certificates, to individuals who satisfactorily complete course and program requirements” (VCCS Policy Manual, Section 5.1.0). Since program length is determined by VCCS State Board policy, the College cannot significantly alter the length of a program and does not anticipate seeking this type of Substantive Change.

### Substantive Change – Initiating Distance Learning

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating distance learning...					
...Offering 50 percent or more of a program <u>for the first time</u>	1	NA	NA	Yes	Prospectus
...Offering 25-49 percent	2	Yes	Prior to Implementation	No	Letter of Notification
...Offering 24 percent or less	NA	NA	NA	NA	NA

### NRCC Internal Process

NRCC filed a Substantive Change proposal with SACSCOC for distance learning and has been approved by the Commission for the electronic delivery of 50 percent or more of a program's credits. The College has been reaffirmed for accreditation three times (1997; 2008; 2018) since submitting that Substantive Change. The College will follow the procedure outlined below for continually monitoring the status of distance learning offerings.

Steps	Procedure	Responsibility	Timeline
1	The Director of Distance Education maintains a matrix of courses offered through distance learning; this matrix maps courses to programs of study	Director of Distance Education	On-going
2	Faculty submit a Course Proposal Form, signed by the appropriate Academic Dean, to the Director of Distance Education to request addition of new distance learning course	Faculty; Academic Dean; Director of Distance Education	On-going
3	The Director of Distance Education submits a yearly report to the Vice President for Instruction and Student Services outlining percentage of credits to be offered by distance learning for each academic program for the following academic year	Director of Distance Education	Jan. 30

### **Substantive Change – Contractual Agreements or Consortium**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating programs or courses offered through contractual agreement or consortium	2	Yes	Prior to Implementation	NA	Letter of notification and copy of signed agreement

### NRCC Internal Process

As a member of the Virginia Community College System, NRCC may initiate programs or courses through a contractual agreement or consortium with other colleges in the VCCS. When such an arrangement occurs, the College will follow the procedure outlined below.

Steps	Procedure	Responsibility	Timeline
1	NRCC planning process identifies need for agreement/consortium.	NRCC Employee	
2	Member of President's Staff assumes responsibility for negotiating agreement/consortium	President's Staff Member	Immediate

3	Memorandum of Agreement (MOA) between NRCC and other party(ies) is prepared and signed	President; President's Staff Member	Within 6 months
4	NRCC's Accreditation Liaison prepares a letter of notification for submission to SACSCOC, along with signed copy of MOA	NRCC Accreditation Liaison	Immediately after MOA is signed and prior to implementation
5	The President's Office sends the letter and signed MOA to SACSCOC	President's Office	Prior to implementation

**Substantive Change – Contract with Non-Certified Entity (USDOE Title IV)**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Entering into a contract with an entity not certified to participate in USDOE Title IV programs					
... if the entity provides 25% or more of an educational program offered by the COC accredited institution	1	NA	NA	Yes	Prospectus
... if the entity provides less than 25% of an educational program offered by the accredited institution	2	Yes	Prior to implementation	NA	Copy of the signed agreement

NRCC Internal Process

As noted in the previous explanation, "Contractual Agreements or Consortium," NRCC may on occasion initiate programs or courses through a contractual agreement or consortium with other colleges in the VCCS. All VCCS institutions are certified to participate in USDOE Title IV programs. Therefore, NRCC does not anticipate seeking this type of Substantive Change.

### Substantive Change – Merger/Consolidation

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating a merger/consolidation with another institution	See SACSCOC policy “Mergers, Consolidations and Change of Ownership: Review and Approval”	Yes	6 months	Yes	Prospectus Due dates: April 15 or September 15

#### NRCC Internal Process

NRCC is one of 23 community colleges within the Virginia Community College System. The VCCS Policy Manual states: “The State Board is the State agency responsible for the establishment, control, administration, and supervision of all community colleges in the Commonwealth of Virginia” (VCCS Policy Manual, Section 2, IX, A). The College does not have authority to initiate a merger or consolidation. Therefore, NRCC does not anticipate seeking this type of Substantive Change.

### Substantive Change – Changing Governance

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Changing governance, ownership, control, or legal status of an institution	See SACSCOC policy “Mergers, Consolidations and Change of Ownership: Review and Approval”	Yes	6 months	Yes	Prospectus Due dates: April 15 or September 15

#### NRCC Internal Process

NRCC is one of 23 community colleges within the Virginia Community College System. The VCCS Policy Manual states: “The State Board is the State agency responsible for the establishment, control, administration, and supervision of all community colleges in the Commonwealth of Virginia” (VCCS Policy Manual, Section 2.04.A). The College does not have authority to initiate a change of governance, ownership, control, or legal status for itself. Therefore, NRCC does not anticipate seeking this type of Substantive Change.

### Substantive Change – Relocation of Main or Branch Campus

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Relocating a main or branch campus	1	Yes	6 months	Yes	Prospectus

#### NRCC Internal Process

NRCC is one of 23 community colleges within the Virginia Community College System. The VCCS Policy Manual states: “The State Board shall have final authority to determine the number, name, and location of colleges approved” (VCCS Policy Manual, Section 2.08. A). The Policy Manual further states: “The State Board is the State agency responsible for the establishment, control, administration, and supervision of all community colleges in the Commonwealth of Virginia” (VCCS Policy Manual, Section 2.04.A). NRCC consists of the main campus, which is centrally located in the service region it serves, with no additional branch campuses. NRCC does not anticipate seeking this type of Substantive Change.

### Substantive Change – Moving Off-Campus Site

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Moving an off-campus instructional site (serving the same geographic area)	2	Yes	Prior to implementation	NA	Letter of notification with new address and starting date

#### NRCC Internal Process

NRCC operates one off-campus site; additional off-campus sites are the high schools in the service region where dual enrollment courses are taught. Should the location of any of these sites change, the College will follow the procedure outlined below.

Steps	Procedure	Responsibility	Timeline
1	NRCC planning process identifies need for moving the college’s off-campus site or identifies change of location for high schools offering dual enrollment courses	NRCC Employee	
2	NRCC’s Accreditation Liaison prepares a letter of notification for submission to SACSCOC with new address and starting date	NRCC Accreditation Liaison	Prior to implementation
3	The President’s Office sends the letter to SACSCOC	President’s Office	Prior to implementation

**Substantive Change – Change from Clock to Credit Hours**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Changing from clock hours to credit hours	1	NA	NA	Yes	Justify reasons for change, indicate calculation of equivalency, and other pertinent information

NRCC Internal Process

The Virginia Community College System requires institutions to operate on a semester system. The VCCS Policy Manual defines a course credit as follows: “Each semester hour of credit given for a course is based on the ‘academic hour,’ which is 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks. This is a total of 750 minutes of instruction” (VCCS Policy Manual, Section 5.3.0.2). Because the use of credit hours is prescribed by the VCCS, the College does not anticipate seeking this type of Substantive Change.

**Substantive Change – Program Length**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Altering significantly the length of a program	1	NA	NA	Yes	Prospectus

NRCC Internal Process

The length of programs (*i.e.*, number of credits) is established by VCCS policy. “The State Board shall establish minimum standards and shall authorize community colleges to award appropriate associate degrees, diplomas, certificates, and career studies certificates, to individuals who satisfactorily complete course and program requirements” (VCCS Policy Manual, Section 5.1.0). Since program length is determined by VCCS State Board policy, the College cannot significantly alter the length of a program and does not anticipate seeking this type of Substantive Change.

### Substantive Change – Degree Completion Programs

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating degree completion programs	1	NA	NA	Yes	Prospectus

### NRCC Internal Process

NRCC offers a variety of scheduling options and receives transfer credit from other institutions to assist students in completing course work toward their degrees. However, there is no special packaging of scheduling or transfer credit that would meet the Commission’s definition of “degree completion programs” in its “Glossary of Terms” for its Policy Statement on Substantive Change. Therefore, NRCC does not anticipate seeking this type of Substantive Change.

### Substantive Change – Program Closure

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Closing a program, approved off-campus site, branch campus, or institution					
- Institution to teach out its own students	3	Yes	Immediately following decision to close	Yes	Description of teach-out plan included with letter of notification
- Institution contracts with another institution to teach-out students (Teach-out Agreement)	3	Yes	Immediately following decision to close	Yes	Description of teach-out plan, copy of signed teach-out agreement detailing terms included with notification



NRCC Internal Process

If NRCC determines that an academic program is no longer relevant or viable, the College will follow the procedure outlined below to close the program. The official closure process begins October 1 for a closure for the following academic year.

Steps	Procedure	Responsibility	Timeline
1	The division/unit offering the program prepares a program closure proposal for submission to the College’s Curriculum and Instruction Committee (C&IC)	Academic dean or Workforce Development VP	Oct. 1
2	The College’s C&IC approves the program closure and forwards it to C&IC of the local College Board	VP for Instruction and Student Services	Dec. 1
3	The local College Board approves the program closure	VP for Instruction and Student Services	Mid-Dec.
4	The VP for Instruction and Student Services informs the VCCS System Office of the program closure	VP for Instruction and Student Services	Jan. 15
5	The VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of notification with <b>either</b> a description of the internal teach-out plan <b>or</b> a copy of the teach-out agreement with another institution	VP for Instruction and Student Services; NRCC Accreditation Liaison	Feb. 1
6	The President’s Office sends the letter with accompanying teach-out plan to SACSCOC	President’s Office	Feb. 15

Note: A decision to close New River Community College must come from the Virginia Community College System. Such a closure would be initiated by the State Board of Community Colleges. NRCC would not initiate this type of Substantive Change.

**Substantive Change – Acquisition of Program or Site**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Acquiring any program or site from another institution	See SACSCOC policy “Mergers, Consolidations and Change of Ownership: Review and Approval	Yes	6 months	Yes	Prospectus

### NRCC Internal Process

In its more than 40-year history, NRCC has not acquired a program from another institution nor has it contracted with another institution to teach out students from another institution’s program. If there is a need for a new program, the College follows the process outlined above (“Substantive Change – Expansion at Current Degree Level”) to propose and implement a new program. VCCS Policy, established by the State Board for Community Colleges, defines the service regions that community colleges serve. NRCC’s acquiring a site from another community college would require a change in service region boundaries, a process that would be initiated by the State Board, not by NRCC. The College does not anticipate seeking this type of Substantive Change.

### **Substantive Change – Addition of Permanent Location from a Teach-Out Arrangement**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing	See SACSCOC policy “Mergers, Consolidations and Change of Ownership: Review and Approval”	Yes	6 months	Yes	Prospectus

### NRCC Internal Process

In its more than 50-year history, NRCC has not contracted with another institution to teach out students from another institution’s program. Neither has the VCCS closed any of its institutions in its more than 50-year history as community colleges are strategically located throughout the state to serve educational needs of defined service regions. Closing a community college would require action by the State Board for Community Colleges. The College does not anticipate seeking this type of Substantive Change.

### **Conclusion**

New River Community College acknowledges the importance of notifying the Southern Association of Colleges and Schools Commission on Colleges of changes in accordance with the Commission’s Substantive Change Policy. The College further understands that other types of Substantive Changes may be identified by the Commission. Therefore, NRCC’s Accreditation Liaison to SACSCOC will maintain a close working relationship with the Commission staff member assigned to the College to remain knowledgeable of new information related to the College’s accreditation.

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## **Addendum**

This policy has been approved by the President's Staff, the College's top-level administrators responsible for recommending College-wide policy and advising the president. Members of the President's Staff are directly responsible for the implementation and enforcement of the policy; they have disseminated this policy to their staff members as appropriate. This policy is also posted on the NRCC directory (repository) of electronic files for SACSCOC documents. This directory is located on the "S/Shared" drive so that the policy is readily available to all employees.



# ***OVERVIEW***

According to the VCCS Policy Manual, a course revision and new course must undergo a certain review process prior to its implementation. The Policy Manual provides direction for the type and extent of review required for each course revision and new course, as outlined in Table 5-7 below. See **Section XIII** for an outline of **NRCC Programs** and the classifications.

**Table 5-7**

**Review and Approval of Course Revisions and New Courses**

Key	Action
R = Review/Recommend A = Approve N = Notify/Report to	
<b>Local Level</b>	
Curriculum Advisory Committee	R <sup>1</sup>
College Curriculum Committee	R
College Administration	A
College Board	-
<b>State Level</b>	
Colleges offering the Course to be Revised or with the Discipline for New Course	R <sup>2</sup>
Deans' Course Review Committee	R
VCCS AWP Staff	A
<sup>1</sup> Required for CTE courses only. <sup>2</sup> Required only for course development through a statewide standardization process such as Transfer Virginia	

Courses shall be inactivated in the Master Course File when they have not been offered in the System for a three-year period, or for other justifiable causes.

The System Office will generate a list of potential course inactivations every two years during the summer, and will notify colleges of intended inactivation to occur on year thereafter.

# ***NEW COURSES***

When the need for a new course arises, the faculty should proceed in the following manner.

1. **The faculty member should check the VCCS Courses & Programs**, also known as the Master Course File (MCF), found on the VCCS web page (<http://courses.vccs.edu/>). If the course already exists, the faculty member should follow the steps outlined in the *Course Revisions* section of this manual (page 39).
2. **The faculty member prepares a course plan and completes the forms VCCS 103 and VCCS 104 located on the shared drive (page 135).**
3. **The faculty member reviews the course request with the appropriate dean.**
  - If the course is new to the VCCS, the VP for Instruction and Student Services should request that the proposed course be reviewed by the Vice President's Staff.
  - If the course already exists in the VCCS, the proposed modification and **use** of the course (substitution within the program) should be reviewed by the Vice President's Staff. *Please refer to Course Revisions (page 39).*
4. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.** At a regular meeting of the Vice President's Staff, the appropriate dean will present the course for review. Recommendations resulting from that review will be forwarded to the developer (instructor) by the dean.
5. **The Curriculum and Instruction Committee reviews and recommends approval or denial of the request by the VP for Instruction and Student Services.** The developer (instructor) and dean should present the course to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval/denial of the course request.

If the Curriculum and Instruction Committee recommends that a course request be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new course requests.

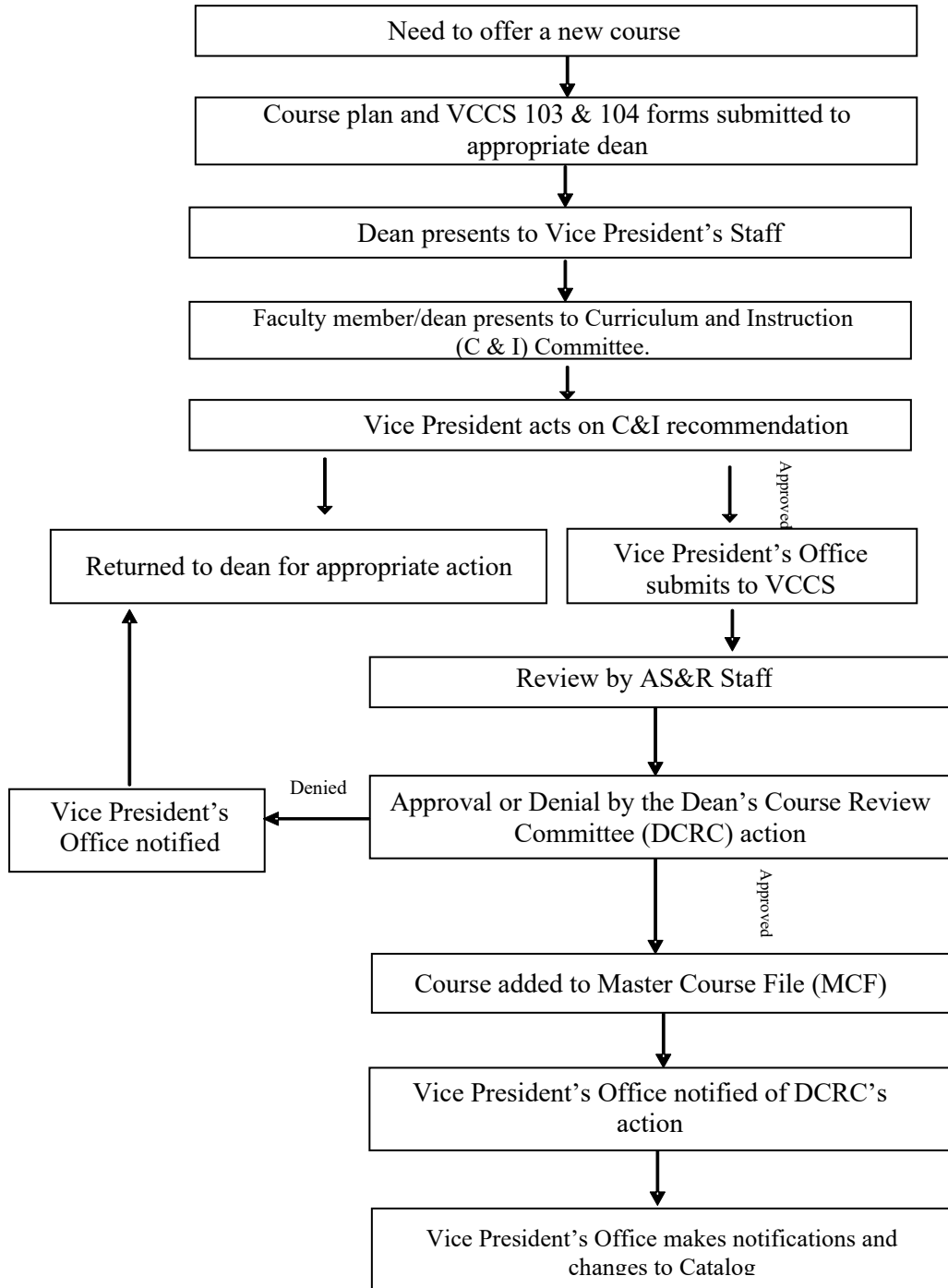
6. **Upon approval of a course request, the Vice President's Office submits the request to the VCCS Academic Services and Research (AS&R) Staff.**
7. **The AS&R Staff submits the request to the VCCS Dean's Course Review Committee for review and action.**
8. **The VCCS Dean's Course Review Committee approves or denies the request.**
9. **The VCCS Academic Services and Research staff notifies the college of action taken by the VCCS Dean's Course Review Committee.**
10. **The Vice President's Office notifies the appropriate dean and the Admissions and Records Office.**
11. **The Vice President's Office adds approved courses to the Catalog.**

**DEADLINES:** New courses should reach step 6 (above) at least one semester prior to desired implementation. Deadlines for submitting items to the VCCS AS&R staff are provided each semester to the Vice President's Office.

**NOTE:**

Refer to **Table 5-3 for Program Review and Approval Process** on **page 11**.

# New Courses



# ***COURSE REVISIONS***

To request revisions to the description of an existing course, the faculty should proceed in the following manner.

**Minor revisions** to the Master Course File (Courses & Programs) should be submitted to the appropriate dean on the appropriate form. The dean reviews the proposed revisions with the Vice President's Staff. If no problems or concerns are encountered, the Vice President forwards the proposal to the AS&R staff for processing.

**Major revisions** to course descriptions should be reviewed through the internal process as follows:

1. **The faculty member prepares a course plan and completes the forms VCCS 103 and VCCS 104 located on the shared drive (page 135).**
2. **The faculty member reviews the request to revise a course with the appropriate dean.**
3. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**
4. **The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the VP for Instruction and Student Services.**  
The developer (instructor) and appropriate dean should present the course to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.

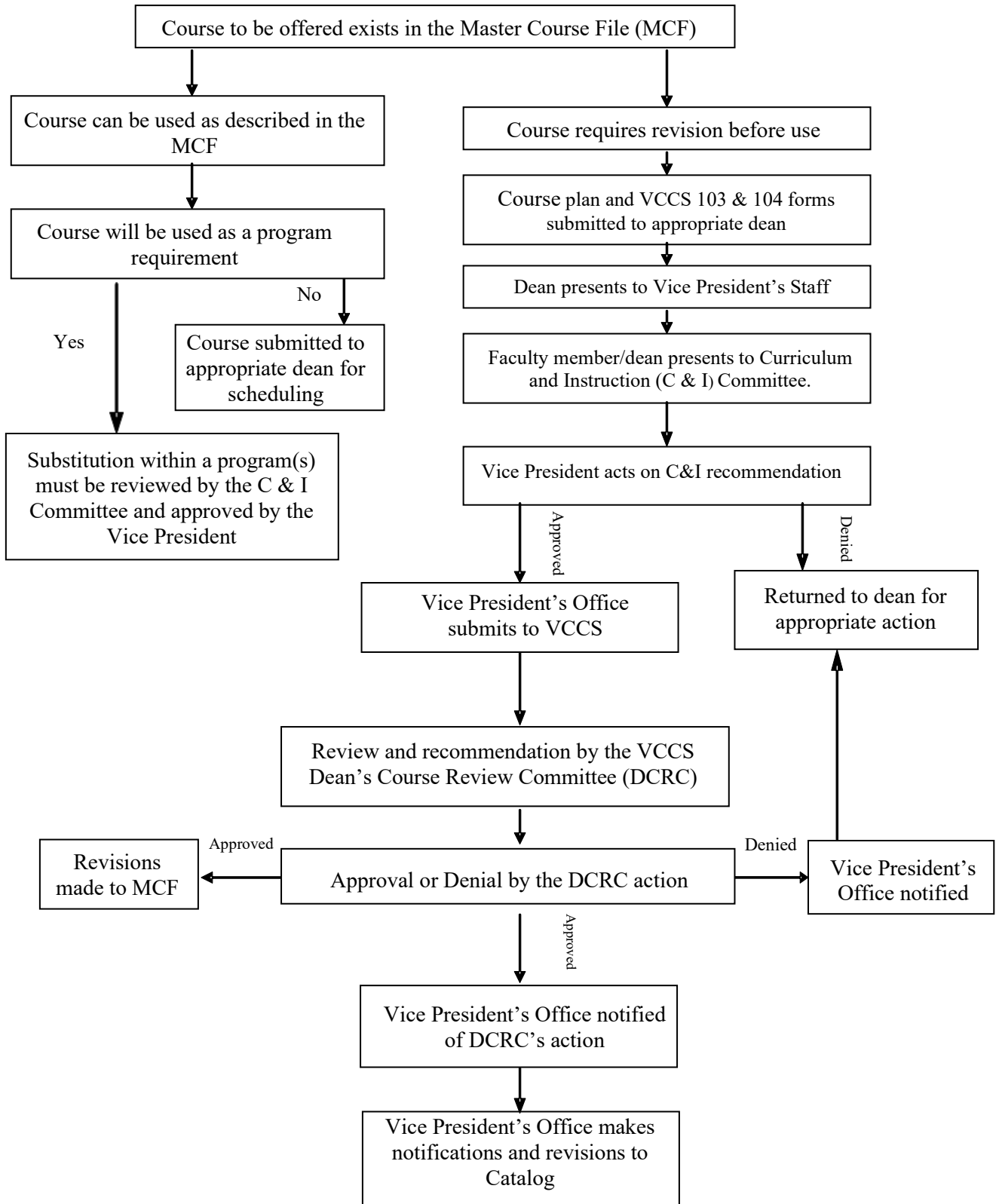
If the Curriculum and Instruction Committee recommends that a course request be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new course requests.

5. In addition to the internal review, **other colleges offering the same course should be consulted** regarding the proposed changes. This action expedites the revision process once it reaches step 6.
6. **Upon approval of a revision request, the Vice President's Office submits the proposed revisions for review by AS&R staff**, which includes collaboration with other colleges offering the course.
7. **The AS&R Staff submits the request to the VCCS Dean's Course Review Committee for review and action.**
8. **The VCCS Dean's Course Review Committee approves or denies the request.**
9. **The VCCS Academic Services & Research staff notifies the Vice President of action(s) taken by the VCCS Dean's Course Review Committee.**
10. **The Vice President's Office notifies the appropriate dean and the Admissions and Records Office.**
11. **The Vice President's Office publishes approved revisions in the Catalog.**

**NOTE:** Refer to **Table 5-3 for Program Review and Approval Process** on **page 11**.



# Revised Courses



# 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.

<u>Credit</u>	<u>Non-credit</u>
Established curriculum benchmarked against national or international industry standards and principles of good practice in the field or discipline	Short-term offerings providing just-in-time instruction and training to address specific employer needs or client interests
Covers theoretical , philosophical, and social constructs -- answers the question of WHY	Demonstrates applications of theoretical concepts – answers the question HOW
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	Learning is based on time on task and building competency
Learning is qualitatively evaluated against standards for achievement and performance (formative and summative assessments)	Instruction is delivered without qualitative evaluation of performance (may include assessment for certification)

<u><b>Credit</b></u>	<u><b>Non-credit</b></u>
Course content is structured and sequenced as part of a total curriculum that builds breadth and depth of understanding	Course content narrowly focused on discrete skills and knowledge
Requires preparation outside of class meetings and prerequisite skills /knowledge	Instruction self-contained in classroom
Instructor is facilitator of learning (guided discovery) in and out of class	Instructor provides direct supervision in the classroom
Content taught at post-secondary collegiate level	Content taught at multiple skill levels
Faculty must be academically qualified and credentialed with relevant experience and contributions to the field	Faculty may be qualified or credentialed on the basis of experience
Instructional activities are varied and designed to provide opportunities for exploring alternative approaches and perspectives on the subject matter	Instructional activities are narrowly focused to deliver content and provide opportunities for practice or application
Minimum standards must be met for success	Minimum attendance required for success
Requires an amount of reading, writing and critical thinking appropriate for college-level and complexity and variety of instructional materials	Content taught at multiple skill levels with corresponding instructional materials and limited focus
Results in integration, transfer of learning and making connections in broad context	Learning narrowly focused on discrete skills and knowledge
Learner-centered experience	Instructor-centered experience
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)	Based on clock-hours of instruction



# ***CAREER STUDIES CERTIFICATE***

Career Studies Certificates consist of *at least 9 and not more than 29 credits* of instruction in or closely related to a single discipline. **Must have 16 or more credits to be eligible for financial aid.** The program criteria in **Table 5-1** and **SACSCOC Accreditation Requirements** do ***NOT*** apply to career studies certificates. Refer to **Table 5-2 *Minimum Requirements for Diplomas, Certificates, and Career Studies Certificates*** on page 70.

When the need for a new career studies certificate arises, the faculty should proceed in the following manner.

1. **The faculty member develops a track sheet** for the program and attaches course descriptions for any course that is not listed in the Catalog.
2. **The faculty member reviews the request for a new Career Studies Certificate with the appropriate dean.**
3. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**

At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.

4. **The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the VP for Instruction and Student Services.**

The developer(s) and dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.

If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.

5. **Upon the Vice President's approval, the Curriculum Committee of the College Board reviews and recommends approval or denial of the request.** The VP for Instruction and Student Services, along with the appropriate dean, will present the program of study to the Committee for review.
6. **The College Board approves or denies the request** based on the recommendation of the Curriculum Committee.
7. **Upon Board approval, the VP for Instruction and Student Services notifies the Vice Chancellor of Academic Services and Research** that a new career studies certificate option has been approved and will be implemented at the college. The appropriate dean and Admissions and Records Office are also notified.
8. **Vice President's Office adds approved Career Studies Certificates to the Catalog.**

## **DEADLINES**

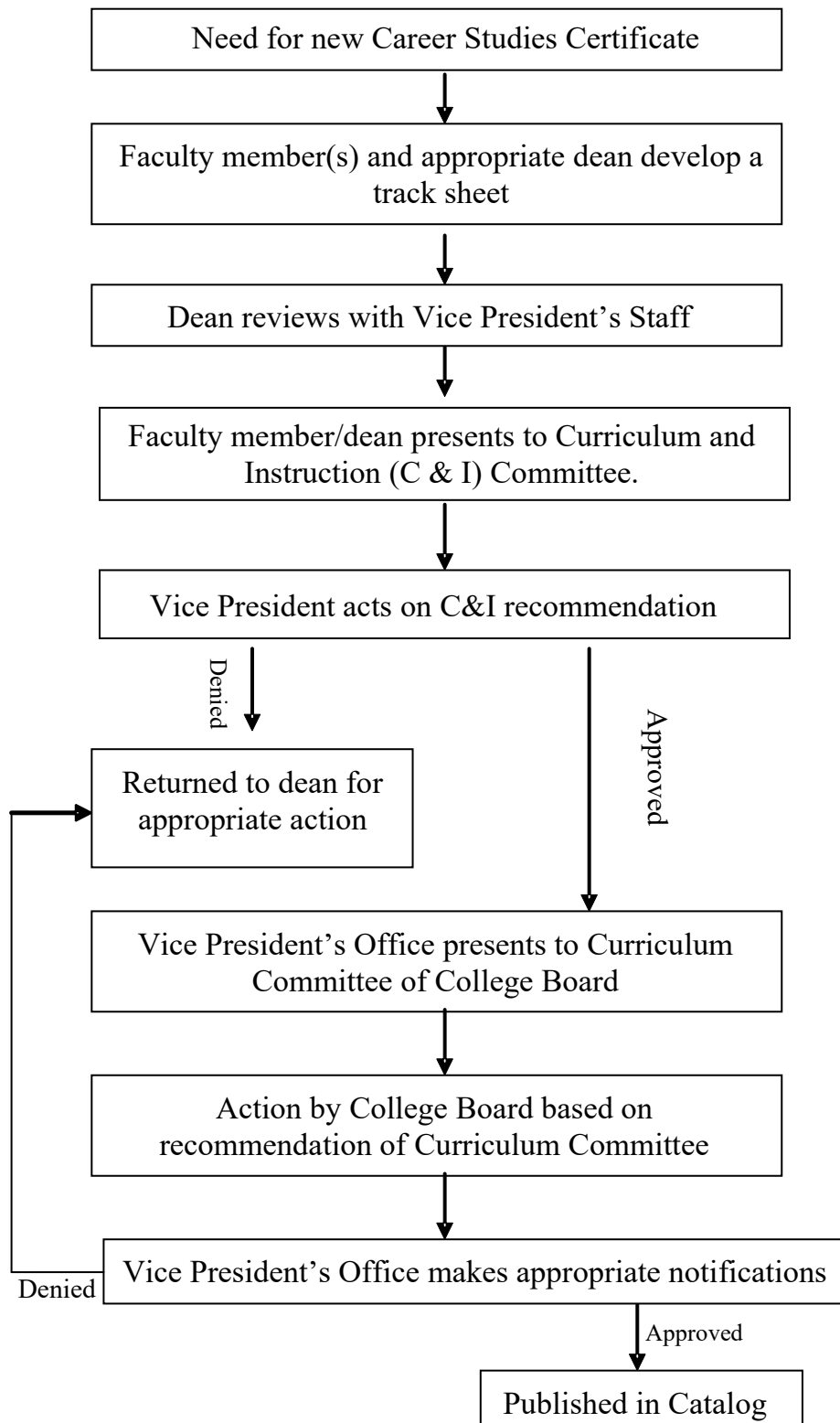
New career studies certificates must be approved prior to publication and implementation.

## **NOTE:**

VCCS Form 102 is needed for **Career Studies Certificates**.

Refer to **Table 5-3 for Program Review and Approval Process** on page 11.

# Career Studies Certificates





## **CAREER STUDIES CERTIFICATE CHECKLIST**

### **Academic Services & Research**

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](mailto: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.





# ***SPECIALIZATIONS***

A specialization is a specialized program of study based on a major with **9-15 credits variation from the parent major**. When the need for a new specialization arises, the faculty should begin by discussing the composition of the new specialization with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for the program, the faculty should proceed in the following manner.

1. **The faculty member prepares a track sheet and attaches descriptions of courses comprising the specialization.**
2. **The faculty member reviews the request for a new specialization with the appropriate dean and completes a Program Audit Worksheet** located on the shared drive (page 135).
3. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends review by the Curriculum and Instruction Committee.**  
At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.
4. **The Curriculum and Instruction Committee reviews and recommends that the VP for Instruction and Student Services approve or deny the request for a new specialization.**  
The developer(s) and dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.  
  
If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.
5. **Upon the Vice President's approval, the Curriculum Committee of the College Board reviews and recommends approval or denial of the request.** The VP for Instruction and Student Services, along with the appropriate dean, will present the specialization to the Committee for review.
6. **The College Board recommends approval or denial of the request** based on the recommendation of the Curriculum Committee.
7. **The Vice President's Office notifies the appropriate dean and Admissions and Records Office.**
8. **Upon approval, the VP for Instruction and Student Services notifies the Vice Chancellor of Academic Services and Research** that a new specialization has been approved and will be implemented at the college.
9. **The Vice President's Office adds approved specialization(s) to the Catalog.**

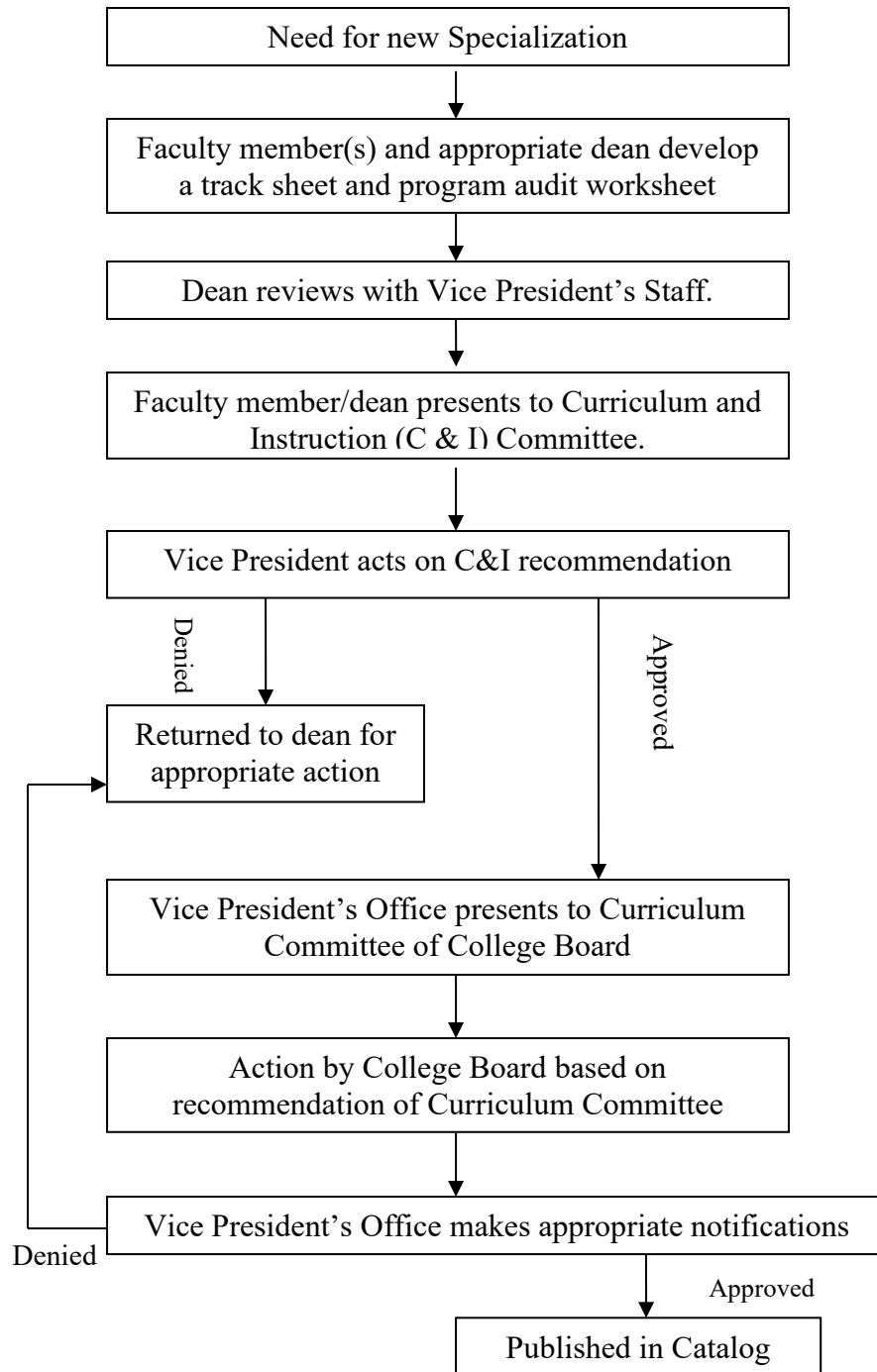
## **DEADLINES:**

Specializations must be approved prior to publication and implementation.

## **NOTE:**

Refer to **Table 5-3 for Program Review and Approval Process** on page 11.

# Specializations





**SPECIALIZATION CHECKLIST Academic and Workforce Programs**

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](mailto: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).** Courses that are counted toward the specialization that differ from the parent degree should be highlighted on the crosswalk.

**Resources:**

- Master Course File - <http://courses.vccs.edu/> for course descriptions, credit hours, etc. from the VCCS Website.

**Example of a SPECIALIZATION Crosswalk**

Culinary Arts - Parent		Baking - Specialization	
Course	CR	Course	CR
SDV 100	1	SDV 100	1
SDV 101	1	SDV 101	1
ENG 111	3	ENG 111	3
MTH 120	3	MTH 120	3
HIS 111	3	HIS 111	3
PHI 220	3	PHI 220	3
HLT 105	1	HLT 105	1
BUS 111	3	BUS 111	3
HIS 112	3	HIS 112	3
ITE 115	3	ITE 115	3
HRI 106	3	HRI 106	3
HRI 119	3	HRI 119	3
HRI 128	3	HRI 128	3
HRI 145	3	HRI 281	3
HRI 158	3	HRI 158	3
HRI 206	3	HRI 282	3
HRI 207	3	HRI 284	3
HRI 215	3	HRI 215	3
HRI 219	3	HRI 285	3
HRI 220	3	HRI 286	3
HRI 225	3	HRI 225	3
HRI 251	3	HRI 251	3
HRI 280	3	HRI 280	3
HRI 290	3	HRI 290	3
Total CR:	66	Total CR:	66

*This document is located on the VCCS website: ASR Course and Program Development and S:\Forms C&I\curriculum\Specialization Checklist.pdf*

# ***NEW CERTIFICATES/DIPLOMAS*** ***(Non-Degree Programs)***

When the need for a new non-degree program arises, the faculty member should begin by discussing the composition of the new program with discipline faculty and the appropriate dean, prior to initiating the following process. A **Certificate Program Proposal Guidelines and Checklist** is provided on **page 56**. Refer to **Table 5-3 for Program Review and Approval Process** on **page 11**. For NEW Certificates or TITLE CHANGE refer to the form **VCCS New Certificate Program Approval or Program Title Change Submission Requirements** on **page 55**.

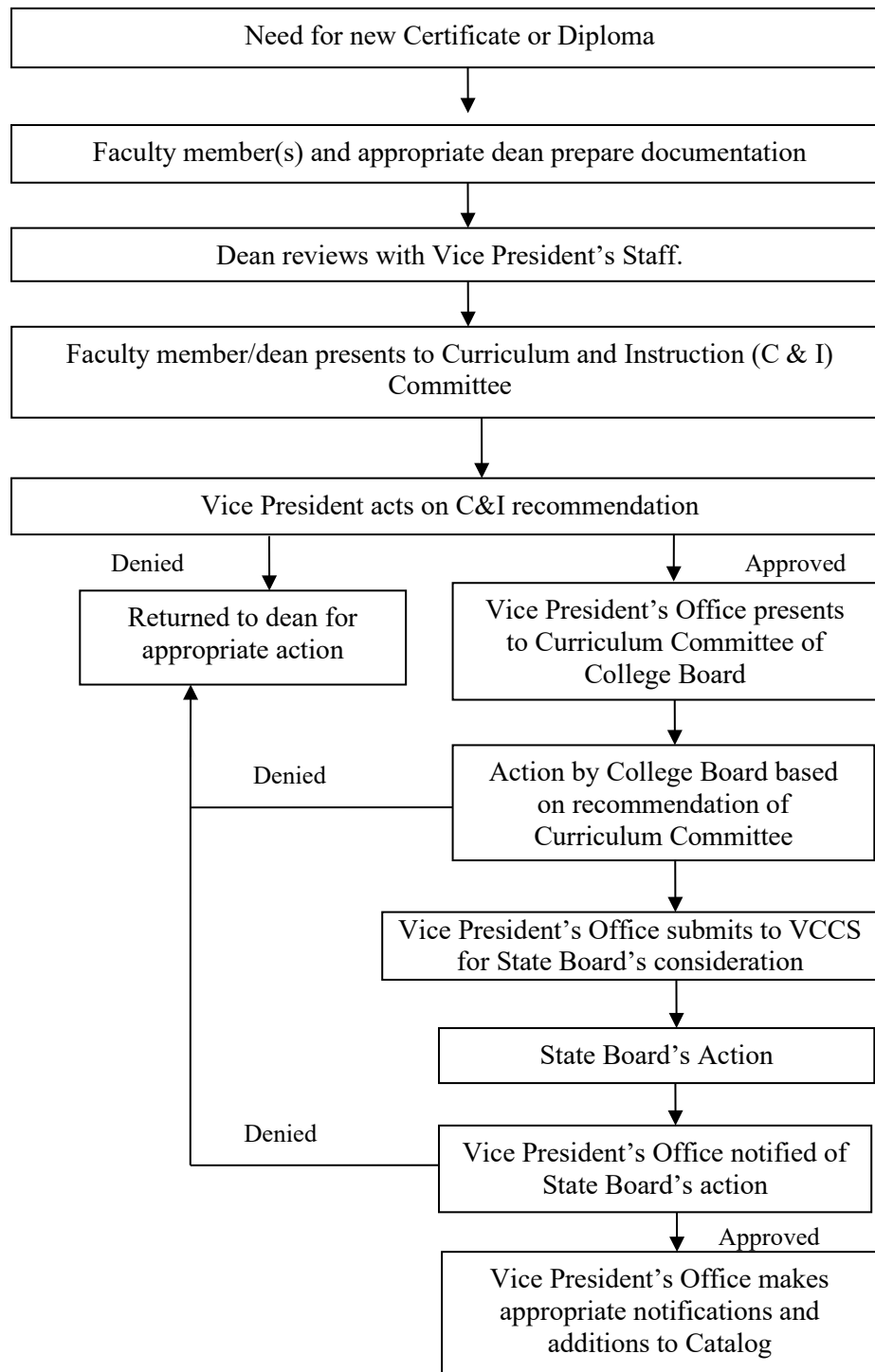
1. **The faculty member should check the VCCS Online All Programs and Majors (<http://courses.vccs.edu/programs>) to verify whether the program is currently offered in the Virginia Community College System.**

If the program is currently offered in the VCCS, but not at NRCC, follow the process described in the **Existing Certificates/Diplomas in the VCCS** section of this manual (**page 68**).

2. **The faculty member completes the VCCS 102 form and prepares a track sheet, a program justification (including documentation of student and employer demand), and an advisory committee list.**
3. **The faculty member reviews the request for a new certificate or diplomas with the appropriate dean.**
4. **The Advisory Committee reviews the request and recommends referral to the Vice President's Staff.** (This step is necessary for occupational/technical programs only.)
5. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**  
At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.
6. **The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the VP for Instruction and Student Services.**  
The developer(s) and appropriate dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.  
  
If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.
7. **Upon the Vice President's approval, the Curriculum Committee of the College Board reviews the request and recommends action by the College Board.** The VP and appropriate dean should present the program of study for review by the Curriculum Committee.
8. **The College Board approves or denies the request for a new certificate/diploma based on the recommendation of the Curriculum Committee.**
9. **Upon Board approval, the Vice President's Office submits the proposed program for review by the VCCS Academic Services and Research (AS&R) Staff.**
10. **The Chancellor and the State Board for Community Colleges approve or deny the request.**
11. **The VCCS Academic Services & Research staff notifies the Vice President of action taken by the Chancellor and State Board.**
12. **The Vice President's Office notifies the appropriate dean and the Admissions and Records Office and publishes approved certificates and diplomas in the Catalog.**

**DEADLINES:** Non-degree program proposals should reach step 7 (above) at least one year prior to desired implementation.

# New Certificates/Diplomas





**CERTIFICATE AND DIPLOMA PROGRAM PROPOSAL  
GUIDELINES, CHECKLIST & SAMPLE TABLE OF CONTENTS  
Academic and Workforce Program  
Cover Sheet**

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](mailto:mfitzgerald@vccs.edu)). See Program Proposal Template for Certificates and Diplomas. For template see VCCS Intranet website: [Course and Program Development](#).
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](mailto: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 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 proposal. Numbering should begin after the Table of Contents.
- Use only SCHEV official forms – edited SCHEV forms will not be accepted.
- Use the headings and subheadings as presented in this document in the program proposal. See Program Proposal Template for Certificates and Diplomas. For template see VCCS Intranet website: [Course and Program Development](#)).
- Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicums sites) in labeled Appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable. ***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. DO NOT number the VCCS 102 Form, SCHEV Cover Sheet, Chief Academic Officer’s Letter, or Table of Contents.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

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

#### \_\_\_\_\_ **Letter from the chief academic officer – *signed*.**

The letter should contain the following information (each bullet needs to be a paragraph in the chief academic officer’s letter in the bullet order below):

- Indicate the proposal is for a new program, include the program name/title, certificate/diploma designation, CIP code, initiation semester and year, administrative unit overseeing the curriculum, Local College Board approval date and State Board approval date (anticipated).
- Provide a brief description of the program and a justification for the program; the brief description includes the program name/title, number of credit hours, and the catalog ready purpose of the program; the justification summarizes why the program is needed at this time.
- Describe the resources needed to support the program, the institution’s commitment to the proposed program (in terms of faculty, financial, and physical resources).



Include contact information (name, title, telephone number, and e-mail address) of person other than the institution's chief academic officer who may be contacted regarding the program proposal.

Address the letter to:

Dr. Sharon Morrissey  
Senior Vice Chancellor Academic and Workforce Programs  
Academic & Workforce Programs  
Virginia Community College System  
300 Arboretum Place, Suite 200 Richmond,  
VA 23236

### **\_\_\_\_\_ SCHEV Program Proposal Cover Sheet completed**

The document follows the letter from the chief academic officer and should not be paginated (no page numbers). (For SCHEV Program Proposal Cover Sheet see VCCS Intranet website: [Course and Program Development](#)). Complete boxes 1-7, 9, 11-13. Complete Box 10 only if program will be offered in collaboration with another institution. Do not complete Box 8.

- In Box 2 check Certificate box for both certificates and diplomas.
- In Box 3 indicate title of the program (e.g. Practical Nursing) but not include credential type (certificate or diploma) in the title of the program.
- In Box 5 indicate if program is a certificate or a diploma.
- In Box 9 indicate the date the Local Board approved the program (needs to align with the VCCS 102 form) and insert anticipated approval date by State Board (For this year's dates for the State board see VCCS Intranet website: [Course and Program Development](#)).
- In Box 12 check face-to-face traditional designation if the majority of the instruction will be offered face-to-face. The only time another box would be checked is if at least 50% of instruction would be offered via distance.

**\_\_\_\_\_ Table of Contents.** See Program Proposal Template for Certificates and Diplomas. For template see VCCS Intranet website: [Course and Program Development](#)).

Each section below needs to be featured in the narrative (proposal) and referenced in the Table of Contents.

### **\_\_\_\_\_ Purpose**

- State how many semesters the program will take to complete, the number of credits in the curriculum and the catalog-ready purpose of the proposed program. Sample text: *The three-semester 41 credit Certificate in Practical Nursing prepares students to render direct patient care as entry-level practitioners of practical nursing in a variety of health service facilities.*

### **\_\_\_\_\_ Rationale**

- Provide an objective account explaining why the proposed program is needed in the college's service area that focuses on employment demand and student demand. The account should be based on objective evidence from reliable sited sources. Provide complete citation information as footnotes for all referenced information.

- Provide evidence of employment demand that features Virginia Employment Commission's current statewide projections (Labor Market Information).
- Provide Labor Market Information (LMI) for the college's service area (e.g. U.S. Department of Labor's Bureau of Labor Statistics, Virginia Employment Commission, and EMSI). If LMI is weak, provide alternative evidence such as other LMI, and/or local employer needs assessment, and/or letters of support from prospective employers (see below guidance for latter):
  - 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.
  - Employer support letters should be referenced in the narrative.
  - Employer support letters should be placed in the Appendix.
- Provide evidence of student demand to support projected enrollments. Evidence of demand should include **at least one** of the following requirements:
  - A descriptive narrative/full report of student survey results. Provide a blank copy of the survey 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 10 letters/emails) that include a statement of need for program and indicate possible enrollment in the program. Please place letters/emails in the Appendix. Letters and/or emails must reflect information obtained within 12 months of submitting the proposal to SCHEV.
  - A descriptive narrative of enrollment data from related existing program(s) (e.g. career studies certificate). Information should reflect enrollment over the past three years. ○ SCHEV Projected Enrollment Table completed for years 1 through 4 in Appendix (For document see VCCS Intranet website: [Course and Program Development](#)). Please reference this document in the Rationale section but only include the actual document in the Appendix. Please note that the figures used here should match the figures used on the VCCS Form 102.
  - Please include the estimated headcount (HDCT), full-time equivalent (FTE) students, and graduates (GRAD). The estimated FTE and graduates for Year 4 must meet SCHEV's minimum standards for program viability. (For VCCS Program Viability Table see VCCS Intranet website: [Course and Program Development](#)). Please provide in bulleted format below the table how the projections were derived in terms of data support. Please review additional SCHEV guidance located on page 7 of this document.

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### Target Audience

- Who is the target population for the proposed program? Sample text: *The target population for this program will include students who are currently*

*certified as an EMS provider at lower levels including Emergency Medical Technician or Advanced Emergency Medical Technician.*

### Time to Complete

- How many semesters will students need to complete the proposed program? Indicate time to complete the credential for both part-time and full-time students. If program is cohort based for full time students only please state this. Sample text: *The Practical Nursing Certificate is a cohort-based program and requires three consecutive full-time semesters for program completion. This program is not offered in a part-time sequence.*

### Admissions

- What are the admission criteria for the proposed program?

### Curriculum Requirements

- Provide a summary of the focus of the curriculum, including the total number of credits in the program, subtotal for credits dedicated to program-specific courses, subtotal for credits dedicated to general education, clinical rotations (if applicable) and if the curriculum meets a licensure/certification requirement.
- State that the curriculum aligns with the credit total requirement per VCCS policy for certificates (30-59 cr.; 5.1.1.2) or diplomas (60-72 cr.; 5.1.1.1).
- Confirm that a minimum of 15% of the credit total is focused on general education, including one three (3) credit hour course in English and reference VCCS policy 5.1.1.2 for certificates or VCCS policy 5.1.1.1 for diplomas.
- State that each of the courses in the curriculum is featured in the VCCS Master Course File and reference in the narrative for this subsection that “full course descriptions are provided below.”
- Include in the Appendix a semester by semester curriculum. Make sure to reference this curriculum in the narrative.

### Program Requirements

- Provide a bulleted list of the program-specific learning outcomes. What learning outcomes (knowledge and skills) are graduates expected to demonstrate? Please use the following language in the program proposal as the format to respond to this question: *Graduates of the \_\_\_ certificate program will be expected to demonstrate the following program-specific learning outcomes.*

### Curriculum

See Program Proposal Template for Certificates and Diplomas for format. For template see VCCS Intranet website: [Course and Program Development](#).

- List Total Credits in program. Sample Text: *Total Credits: 41 Credit Hours*
- List Total Credits dedicated to General Education. Sample Text: *General Education Courses: 18 Credit Hours*
- List Total Credits dedicated to Program-Specific Courses. Sample text: *Program Specific Courses: 23 Credit Hours*
- Provide title of program. Sample text: *Certificate in Practical Nursing*

Provide course information for the two categories (including discipline prefix, course number, course title, and number of credits. Sample text: *ENG 111 College Composition I 3 Credits*

### **Faculty**

- What faculty credentials are needed to deliver the curriculum? Sample text: *As indicated in VCCS Policy 3.2.0, qualifications for teaching faculty are listed on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS 29 chart and narrative. The VCCS29 requires faculty teaching in a Certificate program to have a minimum of a Bachelor’s in a teaching field . . . .*
- Describe how many faculty (full-time and adjunct, current and/or new) that will be needed to deliver the program-specific courses featured in the curriculum. Sample text: *Practical Nursing program courses will be taught by the college’s full-time faculty who teach in the Associate of Applied Science in Nursing supplemented by adjunct faculty who meet the VCCS-29 requirements. The college will be hiring one adjunct faculty member to teach in the Practical Nursing program.*

### **Course Delivery Format**

- How will the program be delivered and describe the institution’s ability and resources to support the delivery format?
  - If traditional, indicate the space resources.
  - If online, indicate the technological resources to support online instruction and discuss the faculty training needed to teach online courses.

### **Resources**

- What resources will be needed to offer the program?
  - If new resources are required, indicate the additional resources or costs (e.g., administration, faculty).
  - If existing resources will be utilized, indicate the institution’s ability to support the program.

### **Gainful Employment**

- Is the certificate/diploma a Gainful Employment program? Sample text: *Students enrolled in the proposed certificate will be able to apply for Financial Aid, and the program will come under the Gainful Employment Regulations.*

### **Course Descriptions**

See Program Proposal Template for Certificates and Diplomas. For template see VCCS Intranet website: [Course and Program Development](#)).

- List General Education category and total number of credits. Sample Text: *General Education - 18 credits.*
- List course information for General Education category (including discipline prefix, course number, course title, course description, number of lecture hours, lab hours, and number of credits).
- List Program-Specific Courses category and total number of credits. Sample Text: *Program-Specific Courses -18 credits*
- List course information for Program-Specific courses category as featured in the Master Course File (including discipline prefix, course number, course title, course description,

number of lecture hours, lab hours, hours per week, prerequisites, corequisites, and number of credits; add any local prerequisites as applicable).

### Appendices

- Appendix A: VCCS Form 102, Request for New Curriculum – must be completed and signed by Vice President, President and Chair of Local Board. (For VCCS 102 form see VCCS Intranet website: [Course and Program Development](#)) (required)
- Appendix B: Letters of Support from Employers (if used in Rationale)
- Appendix C: Membership of Advisory Committee and Minutes (required)
- Appendix D: Blank Copy of Student Survey (if used in Rationale)
- Appendix E: Letters/Emails from Students (if used in Rationale)
- Appendix F: SCHEV Projected Enrollment Table (required)
- Appendix G: Semester by Semester Curriculum (required)

### SCHEV Guidance on completing Summary of Projected Enrollments in Proposed Program table:

Please complete the table with the assistance of the college’s Institutional Research office. The estimated headcount, full-time equivalent (FTE), and graduates need to be provided in the table. See SCHEV’s definitions for HDCT, FTES, and GRADS below. The sources for the projections need to be provided in the program proposal.

### **Instructions:**

- Enter the appropriate dates at the top of each column for years 1-4.
- 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. Full-time students (%); 3. Parttime 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. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see VCCS Intranet Website, [Course and Program Development](#) for VCCS Program Viability Table). Projected enrollment should represent actual plans for student enrollment in the program. Please note that Year 4 Target Year must meet program viability standards for FTES and GRADS featured in the VCCS Program Viability Table.

### **Definitions:**

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

### **Resources:**

- SCHEV & VCCS Documents - VCCS Intranet Website:

<https://onvccs.sharepoint.com/teams/CourseProgramDevelopment/SitePages/Home.aspx>

**XXX Community College**  
**Certificate/Diploma in XXX [Title of Program] Proposal**

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**XXX Community College**  
**Certificate/Diploma in XXX [Title of Program] Proposal**

Note: All italicized text is sample text. Please use non-italicized text in program proposal.

**Name of Certificate or Name of Diploma**

*Dental Assisting*

**CIP Code**

*51.0601*

**Initiation Date**

*Spring 2021*

**Purpose**

**Rationale**

**Target Audience**

**Time to Complete**

**Admissions**

**Curriculum Requirements**

**Program Requirements**

**Curriculum**

Total Credits: *41 Credit Hours*

General Education Courses: *19 Credit Hours*

Program-Specific Courses: *22 Credit Hours*

Certificate in *Dental Assisting*

<i>SDV 100</i>	<i>College Success Skills</i>	<i>1 Credit</i>
<i>ENG 111</i>	<i>College Composition I</i>	<i>3 Credits</i>
<i>CHM 101</i>	<i>Introductory Chemistry</i>	<i>4 Credits</i>
<i>BIO 145</i>	<i>Basic Human Anatomy &amp; Physiology</i>	<i>4 Credits</i>
<i>BIO 150</i>	<i>Introductory Microbiology</i>	<i>4 Credits</i>
<i>CST 100</i>	<i>Principles of Public Speaking</i>	<u><i>3 Credits</i></u>
		<i>19 Credits</i>

<i>DNH 115</i>	<i>Histology/Head and Neck Anatomy</i>	<i>3 Credits</i>
<i>DNA 113</i>	<i>Chairside Assisting I</i>	<i>3 Credits</i>
<i>DNH 130</i>	<i>Oral Radiography for Dental Hygienist</i>	<i>2 Credits</i>
<i>DNH 216</i>	<i>Pharmacology</i>	<i>2 Credits</i>
<i>DNH 226</i>	<i>Public Health Dental Hygiene I</i>	<i>2 Credits</i>
<i>DNA 114</i>	<i>Chairside Assisting II</i>	<i>4 Credits</i>
<i>DNH 214</i>	<i>Practical Materials for Dental Hygiene</i>	<i>2 Credits</i>
<i>DNH 230</i>	<i>Office Practice and Ethics</i>	<i>1 Credits</i>
<i>DNA 190</i>	<i>Coordinated Internship Dental Assisting</i>	<i><u>3 Credits</u></i>
		<i>22 Credits</i>
	<b>Program Total Credits</b>	<i>41 Credits</i>

## **Faculty**

## **Course Delivery Format**

## **Resources**

## **Gainful Employment**

## **Course Descriptions**

### General Education – 19 Credits

#### *BIO 145 - Basic Human Anatomy and Physiology*

*Introduces human anatomy and physiology. Covers basic chemical concepts, cellular physiology, anatomy, and physiology of human organ systems. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. 4 credits.*

#### *BIO 150 - Introductory Microbiology*

*Studies the general characteristics of microorganisms. Emphasizes their relationships to individual and community health. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. 4 credits.*

#### *CHM 101 - Introductory Chemistry*

*Emphasizes experimental and theoretical aspects of inorganic, organic, and biological chemistry. Discusses general chemistry concepts as they apply to issues within our society and environment. Designed for the non-science major. Part I of II. This is a Passport Transfer course. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. 4 credits.*

#### *CST 100 - Principles of Public Speaking*

*Applies theory and principles of public address with emphasis on preparation and delivery. Lecture 3 hours. Total 3 hours per week. 3 credits.*

#### *ENG 111 - College Composition I*



*Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. This is a Passport Transfer course. Lecture 3 hours. Total 3 hours per week. 3 credits.*

#### *SDV 100 - College Success Skills*

*Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and Math placement testing. Strongly recommended for beginning students. Required for graduation. Lecture 1 hour. Total 1 hour per week. 1 credit.*

#### Program-Specific Courses – 22 credits

#### *DNA 113 - Chairside Assisting I*

*Provides instruction on the principles of clinical chair side dental assisting, dental equipment use and maintenance, safety, instrument identification, tray set-ups by procedures, and patient data collection. Emphasis on patient management during restorative procedures. Lecture Hours 2. Laboratory 3 hours. Total 5 hours per week. 3 credits.*

#### *DNA 114 - Chairside Assisting II*

*Introduces the student to the various dental specialties, including oral surgery, orthodontics, periodontics, prosthodontics, endodontics, and pediatric dentistry. Emphasizes integration and application of previous course content to operative dental procedures. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week. 4 credits.*

#### *DNA 190: Coordinated Internship in Dental Assisting*

*Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Provides students clinical experience to supplement DNA 113 through hands-on experience in a dental clinic. Students will be assisting various dental practices. Laboratory 8 hours. Total 8 hours per week. 3 credits.*

#### *DNH 115 - Histology/Head and Neck Anatomy*

*Presents a study of the microscopic and macroscopic anatomy and physiology of the head, neck, and oral tissues. Includes embryologic development and histologic components of the head, neck, teeth, and periodontium. Lecture 3 hours. Total 3 hours per week. 3 credits.*

#### *DNH 130 - Oral Radiography for the Dental Hygienist*

*Studies radiation physics, biology, safety, and exposure techniques for intra- and extra-oral radiographic surveys. Laboratory provides practice in exposure, processing methods, mounting, and interpretation of normal findings. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week. 2 credits.*

*DNH 214 - Practical Materials for Dental Hygiene*

*Studies the current technologic advances, expanded functions, and clinical/laboratory materials used in dental hygiene practice. Provides laboratory experience for developing skills in the utilization and applications of these technologies and functions. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week. 2 credits.*

*DNH 216 - Pharmacology*

*Studies the chemical and therapeutic agents used in dentistry, including their preparation, effectiveness, and specific application. Lecture 2 hours. Total 2 hours per week. 2 credits.*

*DNH 226 - Public Health Dental Hygiene I*

*Studies and compares concepts of delivery of health care, applying the public health delivery model. Utilizes epidemiologic methods, research and biostatistics as applied to oral health program planning, implementation, and evaluation. Incorporates and applies current health issues and trends. Lecture 2 hours. Total 2 hours per week. 2 credits.*

*DNH 230 - Office Practice and Ethics*

*Studies the principles of dental ethics and economics as they relate to the dental hygienist. The course also includes a study of jurisprudence and office procedures. Lecture 1 hour. Total 1 hour per week. 1 credit.*

# ***EXISTING CERTIFICATES/DIPLOMAS IN THE VCCS (Non-Degree Programs)***

When the need for a new non-degree program arises, the faculty should begin by discussing the composition of the new program with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for the program, the faculty should proceed in the following manner.

1. **The faculty member should check the VCCS Online All Programs and Majors (<http://courses.vccs.edu/programs>) to verify degree program, cluster, and VCCS code.**
2. **The faculty member completes the VCCS 102 form and prepares a track sheet, a program justification (including documentation of student and employer demand), and an advisory committee list.**
3. **The faculty member reviews the request with the appropriate dean.**
4. **The Advisory Committee reviews the request and recommends referral to the Vice President's Staff.** (This step applies only to career/technical education programs.)
5. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**  
At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.
6. **The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the VP for Instruction and Student Services.**  
The developer(s) and dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.  
  
If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.
7. **Upon the Vice President's approval, the Curriculum Committee of the College Board reviews the request and recommends action by the College Board.** The vice president and appropriate dean should present the program for review by the Curriculum and Program Committee.
8. **The College Board approves or denies the request based on the recommendation of the Curriculum Committee.**
9. **Upon Board approval, the Vice President's Office submits the proposed program for review and approval by the VCCS Academic Services and Research (AS&R) Staff.**
10. **The AS&R Staff notifies the Chancellor and State Board for Community Colleges.**
11. **The AS&R Staff notifies the Vice President of their decision.**
12. **The Vice President's Office notifies the appropriate dean and the Admissions and Records Office.**
13. **The Vice President's office publishes approved certificates and diplomas in the Catalog.**

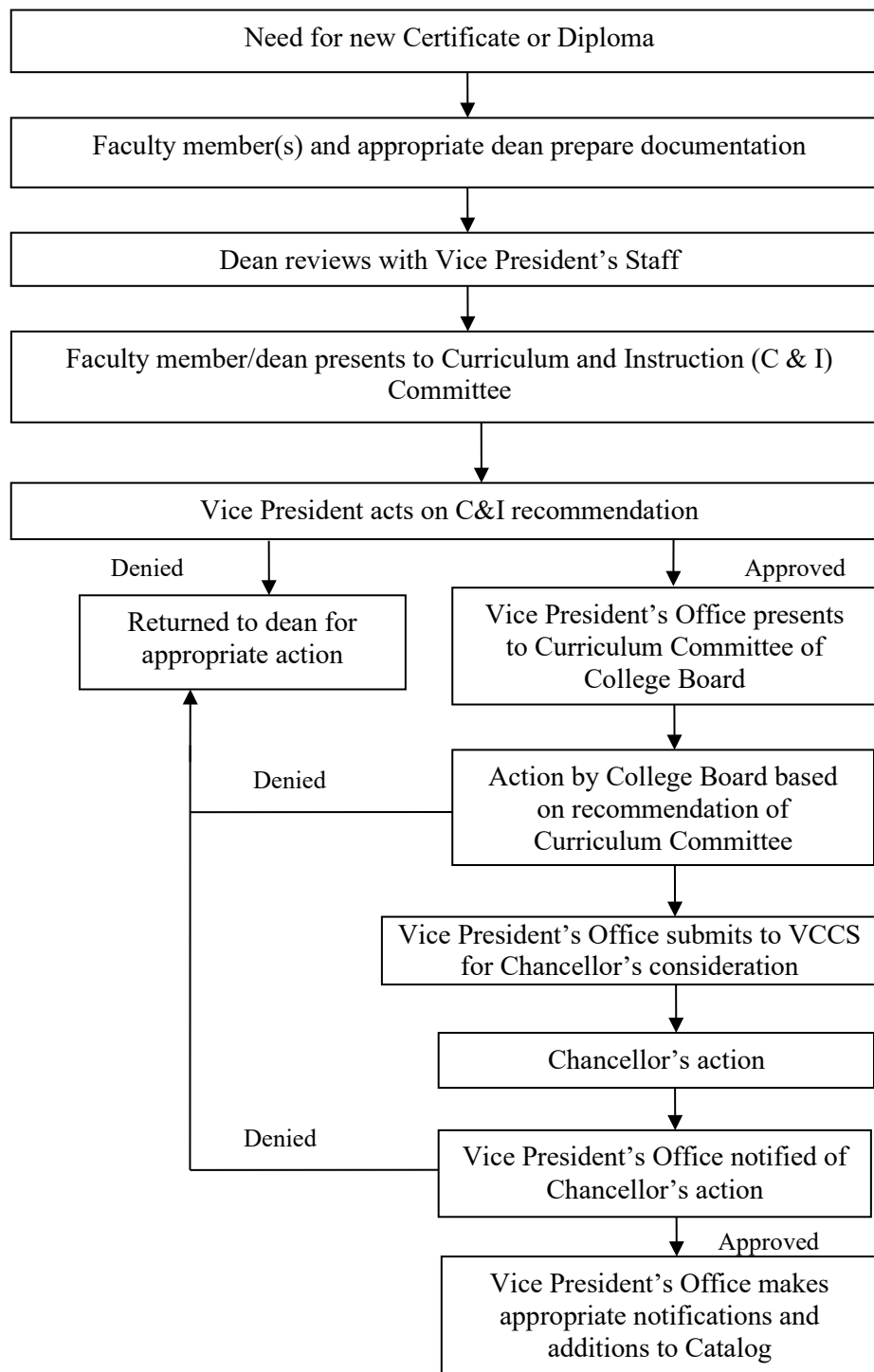
## **DEADLINES:**

Non-degree (certificate/diploma) program proposals should reach step 7 (above) at least two semesters prior to desired implementation.

## **NOTE:**

Refer to **Table 5-3 for Program Review and Approval Process** on page 11.

# Existing Certificates/Diplomas in the VCCCS



**Table 5-2**  
**Minimum Requirements for**  
**Diplomas, Certificates and Career Studies Certificates**

	<b>Diploma</b>	<b>Certificate</b>	<b>Career Studies Certificate</b>
<b>Definition</b>	A two-year curriculum with an emphasis in a career/technical area	A curriculum that consists of a minimum of 30 semester credit hours	A program of study of not less than 9 nor more than 29 semester credit hours
<b>Course Requirements</b>	May include any appropriate courses numbered 10-299	May include any appropriate courses numbered 10-299	May include any appropriate courses numbered 10-299
<b>General Education Requirements</b>	A minimum of fifteen percent (15%) of credit hour requirements shall be in general education, including 1 three-credit English course.	A minimum of fifteen percent (15%) of credit hour requirements shall be in general education, including 1 three-credit English course.	There are no general education requirements.
<b>Graduation Requirements</b>	<ul style="list-style-type: none"> <li>• 25% of courses must be taken at home institution.</li> <li>• 2.0 GPA</li> <li>• Graduation honors eligible</li> </ul>	<ul style="list-style-type: none"> <li>• 25% of courses must be taken at home institution.</li> <li>• 2.0 GPA</li> <li>• Graduation honors eligible</li> </ul>	<ul style="list-style-type: none"> <li>• 25% of courses must be taken at home institution.</li> <li>• 2.0 GPA</li> <li>• Not eligible for graduation honors</li> </ul>
<b>Approval</b>	State Board for Community Colleges	Chancellor	Local College Board



## ***NEW MAJORS***

When the need for a new major arises, the faculty should begin by discussing the composition of the new major with discipline faculty and the appropriate dean prior to initiating the following process.

- 1. The faculty member should check the VCCS Online All Programs and Majors (<http://courses.vccs.edu/programs>) to determine the appropriate degree program, cluster, and VCCS code. The faculty member completes the VCCS Form 102 and prepares a track sheet, course plan, program justification (including documentation of employer and student demand), and an advisory committee list.**
- 2. The faculty member reviews the request for a new major with the appropriate dean and completes a Program Audit Worksheet.**
- 3. The Advisory Committee reviews the request and recommends referral to the Vice President's Staff.** (This step applies to career/technical education majors only.)
- 4. The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**  
At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.
- 5. The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the VP for Instruction and Student Services.**  
The developer(s) and dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.  
  
If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The dean and faculty have the option of revising or abandoning the request. The VP for Instruction and Student Services acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.
- 6. Upon Vice President's approval, the Curriculum Committee of the College Board reviews the request and recommends Board action.** The Vice President and the appropriate dean should present the program of study for review by the Curriculum Committee.
- 7. The College Board approves or denies the request based on the Curriculum Committee's recommendation.**
- 8. Upon Board approval, the Vice President's Office submits the proposed major for review by the VCCS Academic Services and Research (AS&R) Staff.**
- 9. The State Board for Community Colleges approves or denies the request for a new major.**
- 10. AS&R Staff notifies the Vice President of action taken by the State Board.**
- 11. The Vice President's Office notifies the appropriate dean and the Admissions and Records Office.**
- 12. The Vice President's Office publishes approved majors in the Catalog.**

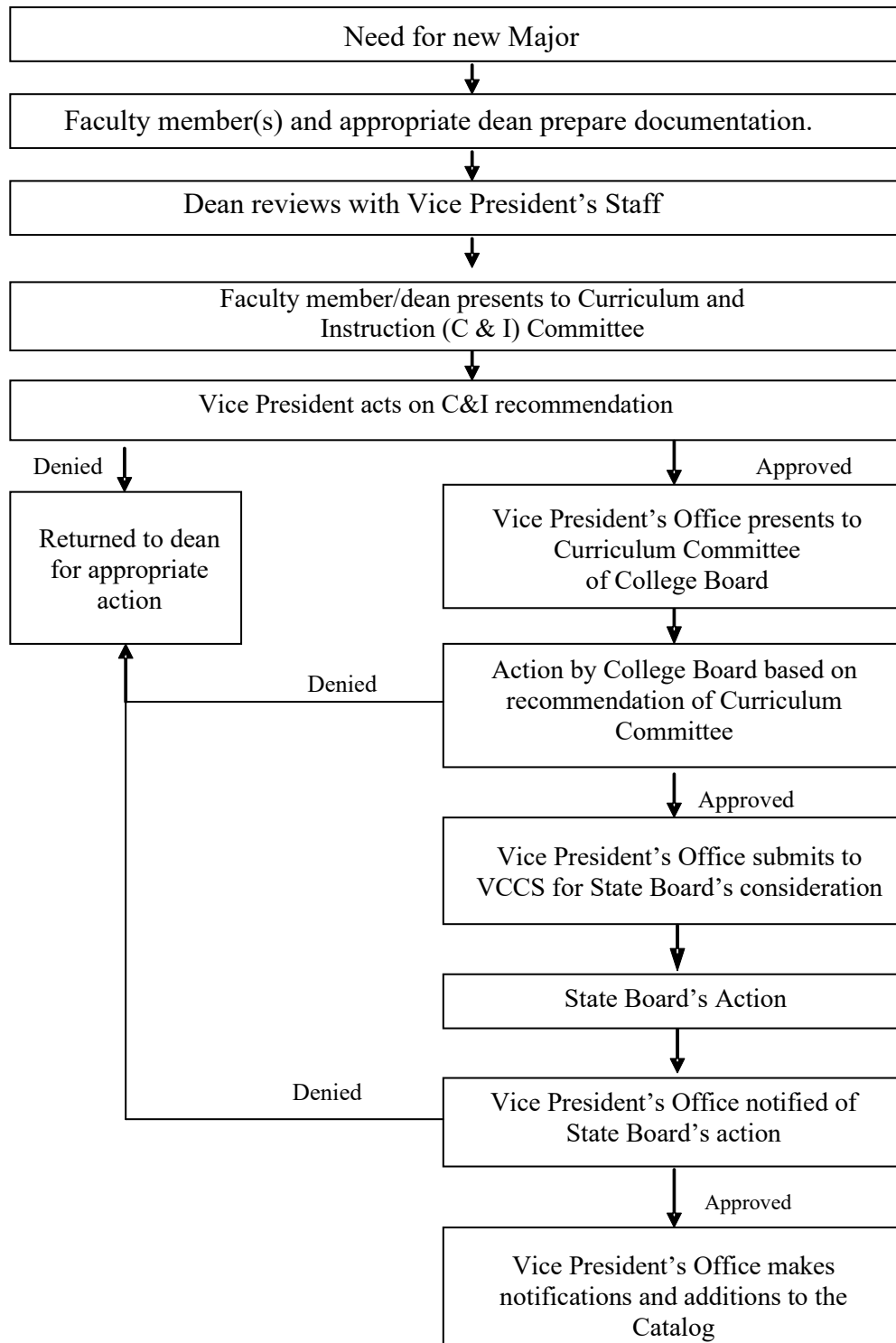
### **DEADLINES:**

New majors should reach step 7 (above) at **least one year prior** to desired implementation.

### **NOTE:**

Refer to **Table 5-3 for Program Review and Approval Process** on page 11.

# Majors







**CHECKLIST FOR NEW MAJOR  
Academic and Workforce Programs**

Once documentation is received staff will review the curriculum and confirm that it aligns with the policy. Staff shall notify the college when the review is complete with either a recommendation or verification of alignment. Since new majors must be approved by the State Board, staff will work with the college to prepare an executive summary. Per policy, “[a] major is a grouping of 100 and 200-level courses that define a discipline or interdisciplinary specialty within a degree program; listed under a common CIP code of the parent degree; and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as a minimum of 25% of total credits required for the degree (15-18 credits), excluding the general education core.”

Please submit electronically to M. Heather Fitzgerald ([mfitzgerald@vccs.edu](mailto: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 Major on the form.)*

\_\_\_\_\_ **Description of New Major**

Include a brief narrative that describes the proposed major. This can be in the form of the catalog description.

\_\_\_\_\_ **Justification for New Major**

Include a brief narrative that addresses the following questions: Why is the proposed major needed? What has changed to prompt the creation of the proposed major? Describe what the institution will stop doing or do differently in order to initiate the major, including certificates, diplomas, or degrees proposed for closure or consolidation.

\_\_\_\_\_ **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.

\_\_\_\_\_ **Provide a crosswalk that confirms that the major is in alignment with policy (see sample).** Courses (not including general education) that are counted toward the major that differ from the parent degree should be highlighted on the crosswalk in **yellow**. The common core of courses should be highlighted in **green**. The general education courses should be highlighted in **red**.

**Resources:**

- Master Course File - <http://courses.vccs.edu/> for course descriptions, credit hours, etc. from the VCCS Website.

**Example of a Crosswalk for a Major**

Culinary Arts - Parent		Baking - Major	
Course	CR	Course	CR
SDV 100	1	SDV 100	1
SDV 101	1	SDV 101	1
ENG 111	3	ENG 111	3
MTH 120	3	MTH 120	3
HIS 111	3	HIS 111	3
PHI 220	3	PHI 220	3
HLT 105	1	HLT 105	1
BUS 111	3	BUS 111	3
HIS 112	3	HIS 112	3
ITE 115	3	ITE 115	3
HRI 106	3	HRI 106	3
HRI 119	3	HRI 119	3
HRI 128	3	HRI 129	3
HRI 145	3	HRI 281	3
HRI 158	3	HRI 100	3
HRI 206	3	HRI 282	3
HRI 207	3	HRI 284	3
HRI 215	3	HRI 215	3
HRI 219	3	HRI 285	3
HRI 220	3	HRI 286	3
HRI 225	3	HRI 220	3
HRI 251	3	HRI 251	3
HRI 280	3	HRI 280	3
HRI 290	3	HRI 290	3
Total CR:	66	Total CR:	66



**CHECKLIST FOR NEW TRANSFER MAJOR  
Academic and Workforce Programs**

Once documentation is received staff will review the curriculum and confirm that it aligns with the policy. Staff shall notify the college when the review is complete with either a recommendation or verification of alignment. Since new majors must be approved by the State Board, staff will work with the college to prepare an executive summary. Per policy, “[a] major is a grouping of 100 and 200-level courses that define a discipline or interdisciplinary specialty within a degree program; listed under a common CIP code of the parent degree; and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as a minimum of 25% of total credits required for the degree (15-18 credits), excluding the general education core.”

Please submit electronically to M. Heather Fitzgerald ([mfitzgerald@vccs.edu](mailto: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 Major on the form.*)

\_\_\_\_\_ **Description of New Major**

Include the catalog description of the major that will be featured in the catalog layout.

\_\_\_\_\_ **Justification for New Major**

Indicate if the new major is a Transfer Virginia pathway or an institutional major.

\_\_\_\_\_ **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 draft catalog layout, bulletin copy, advising form, or documentation from local curriculum committee.

\_\_\_\_\_ Provide a crosswalk that confirms that the major is in alignment with policy (see sample). Courses (not including general education) that are counted toward the major that differ

from the parent degree should be highlighted on the crosswalk in yellow. The common core of courses should be highlighted in green. The general education courses should be highlighted in red.

#### Resources:

- Master Course File - <http://courses.vccs.edu/> for course descriptions, credit hours, etc. from the VCCS Website.

#### Example of a Crosswalk for a Major

Culinary Arts - Parent		Baking - Major	
Course	CR	Course	CR
SDV 100	1	SDV 100	1
SDV 101	1	SDV 101	1
ENG 111	3	ENG 111	3
MTH 120	3	MTH 120	3
HIS 111	3	HIS 111	3
PHI 220	3	PHI 220	3
HLT 105	1	HLT 105	1
BUS 111	3	BUS 111	3
HIS 112	3	HIS 112	3
ITE 115	3	ITE 115	3
HRI 106	3	HRI 106	3
HRI 119	3	HRI 119	3
HRI 128	3	HRI 129	3
HRI 145	3	HRI 281	3
HRI 158	3	HRI 100	3
HRI 206	3	HRI 282	3
HRI 207	3	HRI 284	3
HRI 215	3	HRI 215	3
HRI 219	3	HRI 285	3
HRI 220	3	HRI 286	3
HRI 225	3	HRI 220	3
HRI 251	3	HRI 251	3
HRI 280	3	HRI 280	3
HRI 290	3	HRI 290	3
Total CR:	66	Total CR:	66

# ***NEW DEGREE PROGRAMS***

When the need for a new degree program arises, the faculty should begin by discussing the composition of the new degree program with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for the program, the faculty should proceed in the following manner. The **Degree Program Proposal Guidelines and Checklist** is provided on **page 78**.

1. **The faculty member completes the VCCS Form 102 and SCHEV Program Proposal forms located on the shared drive.** In addition to the forms, a program proposal must be prepared, including a track sheet, advisory committee list, and a narrative.
2. **The faculty member reviews the request with the appropriate dean and completes a Program Audit Worksheet.**
3. **The Advisory Committee reviews the request and recommends referral to the Vice President's Staff.**
4. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**  
At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.
5. **The Vice President for Instruction and Student Services should notify the Vice Chancellor for Academic Services and Research that a new degree program proposal is underway at the college.** This courtesy enables the AS&R staff to better anticipate upcoming submissions and provide the college a timelier turnaround.
6. **The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the Vice President for Instruction and Student Services.**  
The developer(s) and appropriate dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.

If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The appropriate dean and faculty have the option of revising or abandoning the request. The Vice President for ISS acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.

7. **Upon the Vice President's approval, the Curriculum Committee of the College Board reviews the requests and recommends Board action.** The Vice President and appropriate dean should present the program of study for review by the Curriculum Committee.
8. **The College Board approves or denies the request based on the recommendation of the Curriculum Committee.**
9. **Upon Board approval, the Vice President's Office submits the proposed program for review by the VCCS Academic Services and Research (AS&R) Staff.** *[NOTE: AS&R staff will read a "draft" if the college would like some input before submitting the formal proposal. This process generally helps to speed the proposal through SCHEV.]*
10. **The Chancellor and the State Board for Community Colleges approve or deny the request.**
11. **AS&R Staff notifies the Vice President of action taken by Chancellor and State Board.**
12. **If approved by the Chancellor and State Board, AS&R Staff submits the proposed program to SCHEV.**

13. **The State Council of Higher Education in Virginia (SCHEV) approves or denies the request.**
14. **AS&R Staff notifies the Vice President of action taken by SCHEV.**
15. **The Vice President's Office notifies the appropriate dean and the Admissions and Records Office.**
16. **The Vice President's Office publishes approved degree programs in the Catalog.**

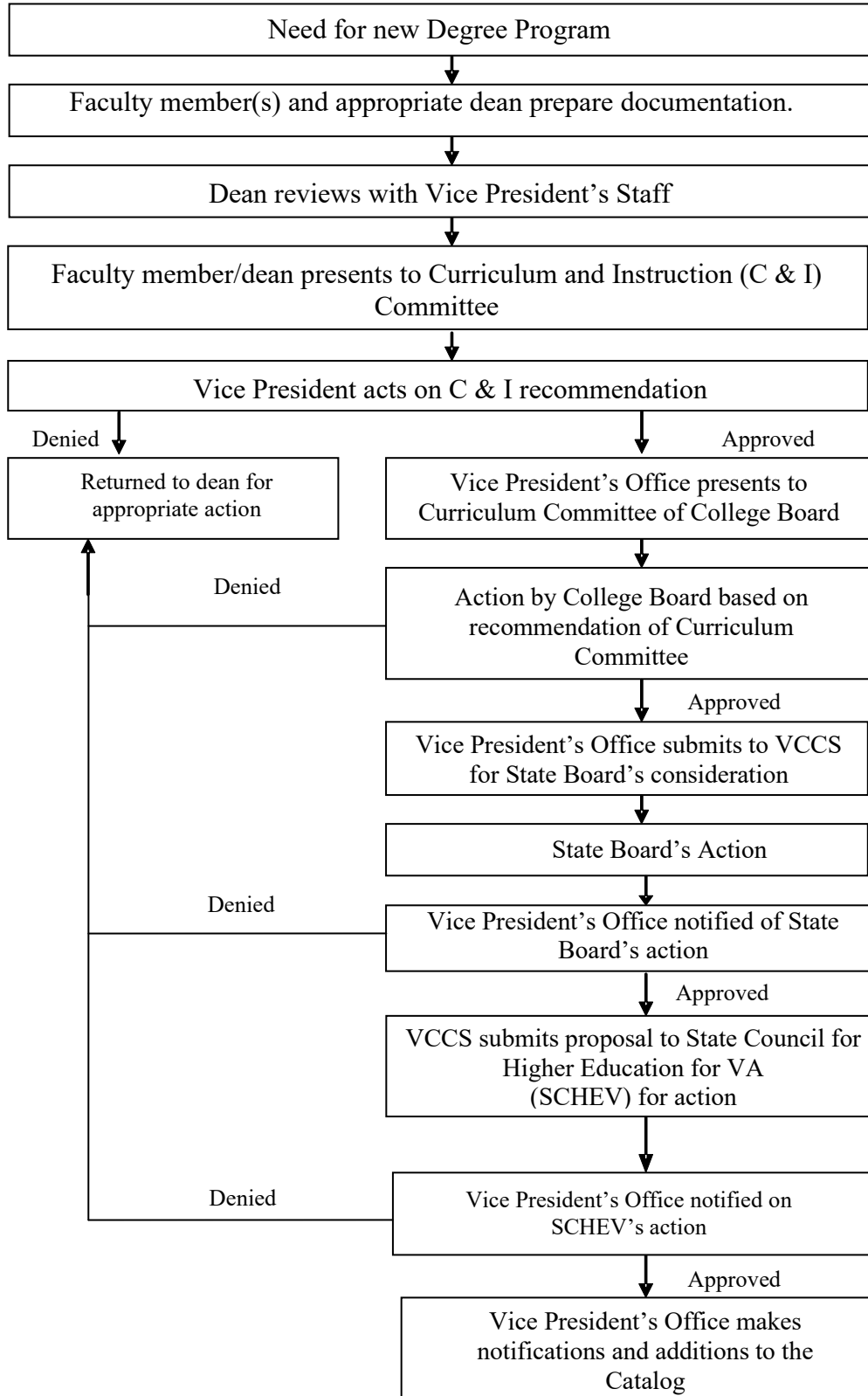
#### **NOTES**

- A. The VCCS 102 form should include appropriate program justification, curricular outline, and advisory committee list.
- B. If a program is approved more than one year prior to its implementation, a SCHEV Statement of Readiness must be completed by April 1 prior to the implementation date.
- C. Refer to **Table 5-3 for Program Review and Approval Process** on **page 11**.

#### **DEADLINES**

New degree programs should reach step 7 (above) **not later than 9 months prior** to desired implementation.

# Degree Programs





**DEGREE PROGRAM PROPOSAL  
ASSOCIATE OF APPLIED SCIENCE & ASSOCIATE OF APPLIED ARTS  
GUIDELINES, CHECKLIST & SAMPLE TABLE OF CONTENTS  
Academic and Workforce Programs  
Cover Sheet**

Program proposal may be submitted to the System Office after the following approvals have been met:

- Curriculum Advisory Committee – Review/Recommend
- College Curriculum Committee – Review/Recommend
- College Administration – Approved
- College Board (local) – Approved

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](mailto:mfitzgerald@vccs.edu)) check sheet as one file. Proposal as second file in Microsoft Word or High Resolution PDF.
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](mailto:mfitzgerald@vccs.edu)).

Chief Academic Officer: (Print Name): \_\_\_\_\_

Chief Academic Officer: (Provide signature and date): \_\_\_\_\_

College: \_\_\_\_\_



**Institution:** \_\_\_\_\_ **AAA:** \_\_\_ **AAS:** \_\_\_ **Program Title:** \_\_\_\_\_ **CIP Code:** \_\_\_\_\_  
\_\_\_\_\_ **VCCS Code:** \_\_\_\_\_

### **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 proposal. Numbering should begin after the Table of Contents.
- Use only SCHEV official forms – edited SCHEV forms will not be accepted.
- Use the headings and subheadings as presented in this document in the program proposal.
- Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicums sites) in labeled Appendix. Non-word documents are to be scanned for inclusion in the Appendix of the electronic copy, if applicable. ***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. DO NOT number the VCCS 102 Form, SCHEV Cover Sheet, Chief Academic Officer’s Letter, or Table of Contents.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

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

#### **\_\_\_\_\_ Letter from the chief academic officer – *signed.***

The letter should contain the following information (each bullet needs to be a paragraph in the chief academic officer’s letter in the bullet order below):

- Indicate the proposal is for a new program, include the program name/title, certificate designation, CIP code, initiation semester and year, administrative unit overseeing the curriculum, Local College Board approval date and State Board approval date.
- Summarize the proposed program including why the degree program is needed at this time.
- Explain how the proposed program will fit with the institution’s mission and strategic plan if applicable.
- Describe what the institution will stop doing or do differently in order to initiate the proposed program, including certificates, diplomas, or degrees proposed for closure or consolidation.
- Describe the resources needed to support the program, the institution’s commitment to the proposed program (in terms of faculty, financial, and physical resources).

Include contact information (name, title, telephone number, and e-mail address) of person other than the institution's chief academic officer who may be contacted regarding the program proposal.

Address the letter to:

Dr. Sharon Morrissey  
Senior Vice Chancellor for Academic and Workforce Programs  
Academic & Workforce Programs  
Virginia Community College System  
300 Arboretum Place, Suite 200 Richmond,  
VA 23236

\_\_\_ **SCHEV Program Proposal Cover Sheet completed.** (For document see VCCS Intranet website:: [Course and Program Development](#)). Complete boxes 1-7, 9, 11-13. Complete Box 10 only if program will be offered in collaboration with another institution. Do not complete Box 8.

- In Box 2 check New Program Proposal box.
- In Box 3 indicate title of the program (e.g. Dental Hygienist) but not include credential type (AAS or AAA) in the title of the program.
- In Box 5 indicate if program is an Associate of Applied Science or Associate of Applied Arts.
- In Box 9 indicate the date the Local Board approved the program (needs to align with the VCCS 102 form) and insert anticipated approval date by State Board (For this year's dates for the State board see VCCS Intranet website: [Course and Program Development](#)).
- In Box 12 check face-to-face traditional designation if the majority of the instruction will be offered face-to-face. The only time another box would be checked is if at least 50% of instruction would be offered via distance.

\_\_\_ **Cover Page for the program proposal.** Please include college name (e.g. BRCC), degree type (i.e. Associate of Applied Science or Associate of Applied Arts) and full title (e.g. Mechatronics)

\_\_\_ **Table of Contents.** See sample below on page 10.

### **Description of Proposed Program**

Please include the following subsections in the Description of Proposed Program section.

#### \_\_\_ **Program Background**

- What is the background of the proposed program? Provide a brief history of how the program was developed. Include the institution's name, administrative unit overseeing the program, and initiation date (semester/year) of the program. Is the degree program in an emerging or cutting edge area?

#### \_\_\_ **Program Purpose**

- What is the purpose of the proposed program (i.e. catalog purpose)? The focus/intent of the program should be provided.

### **Relation to Mission and Strategic Plan**

- 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? If so, please explain.

### **Distance Learning (if applicable)**

- 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.

### **Program Accreditation (if applicable)**

- If college is seeking a program-specific accreditation, which accrediting organization will be used (e.g. Accreditation Council for Occupational Therapy Education)? Please indicate (month/semester year) when accreditation will be sought? Please do not reference SACSCOC since this information is not needed in the program proposal.

### **Admission Criteria (if applicable)**

- Please note that if the program does not have specific admissions criteria beyond the general requirements for admission to the college, this section may be skipped. However, if the program is select admissions (e.g. nursing), the following question needs to be answered: What are the admission criteria for the proposed program?

### **Curriculum and Number of Credits**

- 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. 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.
- Reference in the Curriculum & Number of Credits section the following Appendices:
  - o **Semester by Semester Curriculum**
  - o **Program-Specific Courses** (as opposed to general education courses) in proposed program including course descriptions, number of credits, lecture hours, lab hours, and prerequisites from the Master Course File (MCF). Include any new courses in the curriculum that do not appear in the Master Course File.

### **Faculty Resources**

- How many faculty will be needed to deliver instruction? How will the existing faculty be utilized? How will adjunct faculty be utilized? Will new faculty be hired? What credentials will be sought or required?

### **Program-Specific Learning Outcomes**

- What learning outcomes (knowledge and skills) are graduates expected to demonstrate? Please use the following language in the program proposal as the format to respond to this question: *Graduates of the \_\_\_\_ degree program will be expected to demonstrate the following program-specific learning outcomes.*
- Provide bulleted list of the program-specific student learning outcomes.

## **Employment Skills/Workplace Competencies**

- What employment skills/workplace competencies will graduates possess? In other words, what will graduates be able to do in the workplace?

### **Assessment**

- With the assistance of the institution's director of assessment or the assessment office, complete the following items (for program-specific outcomes):
  - When and how does the institution plan to assess student learning? In the Appendix provide the assessment plan for each student learning outcome (e.g. direct assessment measure/tools, target performance level, frequency of measurement). Make sure to reference this document in the narrative.
  - How does the assessment plan fit into the institution's overall program review?

### **Relationship to Existing Programs at the College**

- Is the proposed program an expansion of an existing certificate or career studies certificate? If so, please explain.
- 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 of the existing degree programs.
- Will approval of the program result in closure of any programs? If so, please indicate which programs will be closed (this information should align with the information provided in bullet 4/paragraph 4 of the Chief Academic Officer's letter).

### **Collaboration (if applicable)**

- If this is a collaborative program with another institution of higher education (public or private) 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. Please have the partnering institution provide a letter of support and explanation. If the partnership is with an institution of higher learning, please have the chief academic officer complete the letter. The letter should be included in the Appendix.

## **Justification for the Proposed Program**

Please include the following subsections in the Justification for the Proposed Program section.

### **Response to Current Needs**

- Provide an objective account explaining why the proposed program is needed in the college's service area. The account should be based upon objective evidence from reliable cited sources. Provide complete citation for all referenced information as footnotes.
  - Provide Labor Market Information (LMI) for the college's service area (e.g. U.S. Department of Labor's Bureau of Labor Statistics, Virginia Employment Commission, and EMSI). If LMI is weak, provide letters of support from prospective employers (see last bullet in this section).

- List of Advisory Committee members and a description of their involvement in developing the program (attach minutes in Appendix).
- Letters of support (optional if LMI is strong) from prospective employers

(attach letters in the Appendix):

- 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 and/or potential employment opportunity that business could fill with program graduates.
- Do not use form letters of support that differ only in the signature.
- Employer support letters should be referenced in the narrative.
- Employment support letters must reflect information obtained within 12 months of submitting the proposal to SCHEV.

### **Employment Demand**

- Provide evidence of employment demand. Including current and future need for graduates of the program. Evidence of demand must include the following two bullets (i.e. LMI and Job Announcements):
  - Labor market information: Complete SCHEV's Labor Market Information (LMI) Tables for the U.S. Department of Labor's Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC). (For document see VCCS Intranet website: [Course and Program Development](#)). The two LMI tables must be included in the narrative not the Appendix. Data for BLS must feature most recent 10-year projections. Data for VEC must feature most recent annual projection. If the projections do not adequately demonstrate employer demand, strong alternative evidence needs to be provided to counter-balance LMI data (for more information see bullet below for Employment projections/analyses from credible sources). Provide full citations for LMI sources as footnotes.
  - A minimum of 10 job announcements (full text) from journals or other sources of information (e.g. online) (attach job announcements in the Appendix). The job announcements must feature the position title, job duties, responsibilities, location of job, date of announcement, and source of the announcement, and qualifications. The qualifications for each job announcement must feature degree as required or preferred. Job Announcements must reflect information obtained within 12 months of submitting the proposal to SCHEV.
  - Employment projections/analyses from other credible sources such as an employer needs survey conducted by the college (provided if BLS and/or VEC projections are low). Information should show data that has been collected within 12 months of submitting the proposal to SCHEV. Provide full citation as a footnote.

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

- A descriptive narrative/full report of student survey results. Provide a copy of the blank survey in the Appendix. Surveys must reflect information obtained within 12 months of submitting the proposal to SCHEV.

- Letters/emails of support from prospective students (a minimum of 10 letters/emails) that include a statement of need for program and indicate possible enrollment. Include letters/emails in in the Appendix. Letters and/or emails must reflect information obtained within 12 months of submitting the proposal to SCHEV.
- A descriptive narrative of enrollment data from existing program(s) (e.g. career studies certificate). Information should reflect enrollment over time and within at least three years of submitting the proposal to SCHEV. Include in the narrative (not the Appendix).

\_\_\_\_\_ **SCHEV Projected Enrollment Table completed for years 1 through 4** (For document see VCCS Intranet website: [Course and Program Development](#)). Please note that the figures used here should match the figures used on the VCCS Form 102.

- Please include the estimated headcount (HDCT), full-time equivalent (FTE) students, and graduates (GRAD). The estimated FTE and graduates for Year 4 must meet SCHEV’s minimum standards for program viability. (For VCCS Program Viability Table see VCCS Intranet website: [Course and Program Development](#)). Please provide in bulleted format below the table how the projections were derived in terms of data support. Please review additional SCHEV guidance located on page 8 of this document.

### **Projected Resource Needs**

The purpose of this section is to identify: (1) expected resource needs for the degree program initiation and for operation through the full (target) enrollment year; (2) the sources of funding for degree program and (3) whether any additional state funding needs are anticipated.

\_\_\_\_\_ **Narrative for Projected Resource Needs** - Provide a description of resources (currently available and anticipated) to initiate and operate the program and the sources of funds to provide them, including but not limited to appropriations or special funds to be requested from the state. The narrative description should address the topic categories below, if and as relevant. Please provide in narrative form as opposed to dividing the section into separate subheadings (e.g. Library):

- full-time faculty and part-time/adjunct faculty
- classified positions
- targeted financial aid
- equipment (including computers)
- library
- telecommunications
- physical space
- E & G fees
- Other funding sources (specify); this information needs to align with the figures provided in Other Funding Sources Dedicated to the Proposed Program featured in the Cost and Funding Sources to Initiate and Operate the Program Table (see below)

\_\_\_\_\_ **SCHEV Cost and Funding Sources to Initiate and Operate the Program** – Provide the Projected Enrollment (Headcount), Projected Enrollment (FTE), Estimated Tuition and E&G Fees for Students in the Proposed Program, Projected Revenue from Tuition and E&G Fees Due to the Proposed Program, and Other Funding Sources Dedicated to the Proposed Program (e.g. grant, business, entity, private sources). The Projected Enrollment (Headcount) and Projected Enrollment (FTE) for the Program Initiation Year need to be consistent with Headcount and FTE

in SCHEV's Projected Enrollments Table for Year 1. Likewise, the Projected Enrollment (Headcount) and the Projected Enrollment (FTE) for the Program Full Enrollment Year need to be consistent with the Headcount and FTE used in SCHEV's Projected Enrollments Table for Year 2. The figures provided in the table will be compared by SCHEV using the current base adequacy model; this comparison will serve as a reference for the estimated costs. (For document see VCCS Intranet website: [Course and Program Development](#)).

\_\_\_\_\_ **Complete Certification Statements** (For document see VCCS Intranet website: [Course and Program Development](#)). Please be sure that the document is signed by the Chief Academic Officer.

\_\_\_\_\_ **VCCS Form 102, Request for New Curriculum – signed.** (For document see VCCS Intranet website: [Course and Program Development](#)).

The document must be completed and signed by Vice President, President, and Chair of Local Board. Include in the Appendix.

\_\_\_\_\_ **Appendix – All forms referenced in the proposal must be included in the Appendix and pages numbered.**

- Appendix A: VCCS Form 102, Request for New Curriculum - signed (required)
- Appendix B: Semester by Semester Curriculum (required)
- Appendix C: Program-Specific Courses (required)
- Appendix D: Assessment Plan (required)
- Appendix E: Membership of Advisory Committee and Minutes (required)
- Appendix F: Letters of Support from Employers (if LMI data weak)
- Appendix G: Job Announcements (required)
- Appendix H: Copy of Blank Student Survey (if used to document student demand)
- Appendix I: Letters/Emails of Support from Students (if used to document student demand)

#### **Resources:**

- Master Course File - <http://courses.vccs.edu/> for course descriptions, credit hours, etc. from the VCCS Website.
- SCHEV & VCCS Documents – VCCS Intranet Website:  
<https://onvccs.sharepoint.com/teams/CourseProgramDevelopment/SitePages/Home.aspx>

Notes on submission of proposal to SCHEV: When the program proposal is completed, Academic & Workforce Programs will confirm that the program proposal is ready for submission to SCHEV. The submission includes two single-sided, signed, hard copies of the final version of the complete program proposal, which needs 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

Consider the following when preparing the submission per SCHEV guidelines.

- 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 final submission, send two hard copies of the documentation.

SCHEV Guidance on completing Summary of Projected Enrollments in Proposed Program table:

Please complete the table with the assistance of the college’s Institutional Research office. The estimated headcount, full-time equivalent (FTE), and graduates need to be provided in the table. See SCHEV’s definitions for HDCT, FTES, and GRADS below. The sources for the projections need to be provided in the program proposal.

**Instructions:**

- Enter the appropriate dates at the top of each column for years 1-4.
- 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. Full-time students (%); 3. Parttime 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. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see VCCS Intranet Website, [Course and Program Development](#) for VCCS Program Viability Table). Projected enrollment should represent actual plans for student enrollment in the program. Please note that Year 4 Target Year must meet program viability standards for FTES and GRADS featured in the VCCS Program Viability Table.

**Definitions:**

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program



## **SAMPLE of Table of Contents for Program Proposal**

### 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, Cover Page for Program Proposal and Table of Contents as outlined below.

#### Description of Proposed Program

Program Background

Program Purpose

Relation to Mission and Strategic Plan

Distance Learning

Program Accreditation (if applicable)

Admission Criteria (if program is select admissions)

Curriculum and Number of Credit Hours

Faculty Resources

Program-Specific Learning Outcomes

Employment Skills/Workplace Competencies

Assessment

Relationship to Existing Programs at the College

Collaboration (if applicable)

#### Justification for the Proposed Program

Response to Current Needs

Employment Demand

Student Demand

SCHEV Student Projected Enrollments in Proposed Program

#### Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Degree Program

#### Certification Statements

#### Appendices

Appendix A: VCCS 102 Form, Request for New Curriculum

Appendix B: Courses Required for the Proposed Program

Appendix C: Semester by Semester Curriculum

Appendix D: Assessment Plan

Appendix E: Membership of Advisory Committee and Minutes

Appendix F: Letters of Support from Employers

Appendix G: Job Announcements

Appendix H: Copy of Blank Student Survey

Appendix I: Letters/Emails of Support from Students

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**Program Proposal Cover Sheet**

1. Institution	2. Academic Program (Check one): New program proposal <input type="checkbox"/> Certificate document <input type="checkbox"/>
3. Name of proposed program	4. CIP code
5. Degree/certificate designation	6. Semester and year of initiation
7. Semester and year of first graduates	8. Date approved by Board of Visitors
9. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
10. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
11. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).  Department(s) or division of _____  School(s) or college(s) of _____  Campus(es) or off-campus site(s) _____	
12. Mode(s) of delivery: Face-to-face, traditional <input type="checkbox"/> Hybrid (both face-to-face and distance) <input type="checkbox"/> Distance (100% web-based) <input type="checkbox"/>	

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.

## **SCHEV State-Level Requirements for Universities and Community Colleges**

### **ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS: POLICIES AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES**

**Effective: November 2, 2020**

#### **A. Council's Statutory Duties Related to Academic Programs at Public Institutions**

The Code of Virginia, Section 23.1-203, enumerates core duties of the State Council of Higher Education for Virginia (SCHEV). Those most directly related to academic programs at public institutions are listed below.

- Duty 1: Develop a statewide strategic plan that ... identifies a coordinated approach to ... state and regional goals, and emphasizes the future needs for higher education in the Commonwealth at both the undergraduate and the graduate levels and the mission, programs, facilities, and location of each of the existing institutions of higher education, each public institution's six-year plan, and such other matters as the Council deems appropriate.
- Duty 3: Study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal.
- Duty 5: Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.
- Duty 8: Review the proposed closure of any academic program in a high demand or critical shortage area, as defined by the Council, by any public institution of higher education and assist in the development of an orderly closure plan, when needed.
- Duty 15: Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.

- Duty 27: Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties.
- Duty 28: Insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.

The Council has established the following policies and procedures related to academic programs at public institutions in answer to the duties referenced above, and as part of its obligation “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...” (Code of Virginia, § 23.1-200).

## **B. Policy Statements on Academic Degree Programs at Public Institutions**

### **I. Introduction**

It is the intent of this policy and associated guidance documents to provide transparency and establish a context within which SCHEV and public institutions may work collaboratively to advance higher education. Council’s goal is to ensure quality academic programming that answers to the economic development needs of the Commonwealth while employing criteria and procedures that are as clear and efficient as possible. The policies and guidelines expressed here will help ensure that Virginia’s public institutions continue to use resources efficiently, offer programming to address state needs, avoid unnecessary duplication, and contribute to the achievement of Council’s strategic plan aspirations.

### **II. Degree Program Common Core Requirements**

Each curriculum leading to the award of an associate, baccalaureate, master’s, or doctoral degree is identified by a separate CIP code in the SCHEV Degree and Certificate inventory. Each curriculum under a given CIP code shall share a common core of courses according to the table below. Groupings of courses may be used to define a variety of related sub-areas that are not identical to the formal degree program in which students are enrolled and from which they graduate. Sub-areas may be designated by varying terms, such as: concentration, emphasis area, focus, major, option, specialization, or track. Sub-areas developed after a degree program has been approved by Council must maintain the focus and common core requirement of the degree program. Council approval is not required to add or remove sub-areas to an existing degree program. If a sub-area under a given curriculum becomes sufficiently different from the common core, it may need to be approved by SCHEV as a new degree program.

Common core requirements:

Bachelor’s degree	25% of total credit hours required for the degree, excluding general education core
Master’s degree	50%* of total credit hours required for the degree
Doctor’s degree	25% of total credit hours required for the degree (excluding the dissertation)

\*Consideration will be given to degree programs that adequately justify a core curriculum with less than 50%.

### III. Operational Definitions of Key Terms

Certificate of Advanced Graduate Studies (C.A.G.S.) or Educational Specialist Degree (Ed.S.): curriculum leading to a formal award certifying completion of one year of study beyond the master's level in an academic or occupationally specific field of study. These programs are usually intended for professional licensure or professional development. Council approval is required to award the C.A.G.S. and the Ed.S. See the SCHEV document "Certificate Program Definitions" for more specific information related to the C.A.G.S. award.

Certificate program: curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally specific field of study. SCHEV staff approval is required for a certificate program. See the SCHEV document "Certificate Program Definitions" for more specific information related to certificates, such as credit totals by designation level.

CIP code change: change made in an existing program's six-digit CIP code designation (as reflected in SCHEV's Degree and Certificate inventory) to respond to changes in the field or to better reflect the intent of the program, provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code. SCHEV staff approval is required for a CIP code change.

Degree designation add/change: addition or change to an existing degree designation (as reflected in SCHEV's Degree and Certificate inventory), provided no significant changes have been made to program requirements, content, or emphasis. Examples may include: adding a B.A. degree designation to an existing B.S. degree or changing from a B.A. degree to the B.S. or from the M.A. in a fine arts discipline to the M.F.A. SCHEV staff approval is required to add or change a degree designation. For removal of a degree designation, see Program Discontinuance (see below).

Degree program merger: consolidation of two or more existing degree programs into a single degree program, whether a new or an existing program. The consolidated program must meet minimum requirements for the common core (see page 5 of this document). SCHEV staff approval is required for degree program mergers.

Facilitated staff approval: proposals for new degree programs with specified characteristics may be approved by SCHEV staff.

- Two-year institutions: applied (i.e., non-transfer) associate degree programs.
- Baccalaureate institutions: degree programs that meet criteria for state needs, labor market projections, and projected student enrollment. For details, see the SCHEV guidance document "Facilitated Staff Approval of Four-Year Institution Degree Programs."

Program proposals eligible for facilitated staff approval may be submitted to SCHEV at any time, without need for a Program Announcement.

Modified program: a change to the curriculum or delivery format of an existing degree program in the SCHEV Degree and Certificate inventory requiring SCHEV approval.

New degree program: curriculum leading to the award of a new degree that:

- includes content in a discipline or field not currently offered by the institution;
- shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and, □ requires a separate CIP code.

Additional faculty, facilities or funding may be required to initiate and operate the new program. Council approval is required to confer the new degree.

Program discontinuance: action taken to close a program or to remove a degree designation (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV's Degree and Certificate inventory the dates for which no new enrollments and no new graduates will be reported. Notification to SCHEV is required;

notification prior to program closure or degree designation removal is required. The intent to close a program in a critical shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

Program name change: change made in an existing degree program name (as reflected in SCHEV's Degree and Certificate inventory), provided no significant changes have been made to program requirements, content or emphasis, and provided that the new program name replaces the current program name (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts). SCHEV staff approval is required for a program name change.

#### **IV. New Academic Degree Programs**

##### **Process for Council action**

A public institution's governing board must approve each proposal for a new academic program prior to its submission to the Council. The following procedures are adopted for new degree programs not eligible for facilitated staff approval.

- Council must first be informed about a new degree program via a Program Announcement before the program can be presented for approval at a later Council meeting.
- Council action on new degree programs will occur at two specific meetings during the academic year, one in the fall and one in the spring. The chair of the Academic Affairs Committee may modify this scheduling to accommodate circumstances, such as meeting cancellations and workload management.
- Institutional officers must attest that information related to duplication and employment has been presented to the governing board prior to its approval of the new program.

For specific information about the provisions, see below under Section IV: New Degree Programs.

##### **Factors on which SCHEV evaluation will focus**

The Council is particularly interested in questions related to issues of "need" for new academic programs. These questions center around the state's need for the proposed degree program as well as the institution's need for it.

##### **Why does Virginia need this program at this time?**

State Needs. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing

programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?

Employer Needs. Will the program fill demonstrable employer needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet employer demand for graduates of such programs and the designated degree level? If not, will the program fill demonstrable non-employment needs in the state?

Student Needs. Will the program fill demonstrable student needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet student demand for such curricula? If not, why does the institution anticipate student demand for the program?

Duplication. Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? How many similar programs are offered in the state; where? What is the enrollment strength and graduation rates of these similar programs?

□ **Why does the institution need this program at this time?**

Institutional Needs. Will the degree program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

Resource Needs. Will the program affect the institution's budget? If so, how and how significantly? (Will changes be required in faculty, staff, facilities, or other resources need to initiate and sustain a degree program? Will the degree program be the optimal use of institutional resources in light of state budget considerations, as well as the contributions of any existing programs and the benefits of collaborative efforts?) If not, how will resources be internally reallocated to fund the program?

**V. Certificate Programs**

Institutions may propose new certificate programs at the level of baccalaureate/undergraduate, post-baccalaureate, graduate, or post-professional. Requests for certificate programs necessitate submission of information and forms using the guidelines, instructions, and forms contained herein. Council has delegated approval authority for new certificate programs, including certificate modifications, technical changes, and discontinuances to SCHEV staff. Final authority for all certificate program actions remains with the Council.

**VI. Degree/Certificate Program Modifications**

Some proposals submitted to Council seek approval for programs that have modified program requirements from the original program approved by SCHEV. Modified curriculum requirements may seek to address evolution in the discipline/field, respond to the needs of business and industry, or address changes mandated by discipline



specific accrediting agencies. Council expects that institutions engage in continual processes of improvement that may result in a variety of modifications to existing programs. SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original program as approved by Council. Modifications that require SCHEV approval include:

1. Altering program requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the program as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 of this document).
2. Adding a new delivery format to an existing program or ceasing to offer the program in the format in which it was approved by Council.
3. Increasing or decreasing the total credit hours by more than three (3) credits from what was originally approved by Council. In the case of a bachelor degree, any change to more than 124 credits will require SCHEV approval.

*Note:*

- *three (3) is the maximum aggregate change in total credits that may be made without submitting a modification proposal to SCHEV; i.e., approval must be sought if/when the total increase or decrease—even if by smaller increments over time—exceeds three (3) credits. Institutions should maintain an official record of credit increases or decreases to the total credit hours of degree and certificate programs;*
  - *if/when the total aggregate change in credits exceeds 12, it may be necessary to submit a proposal for a new degree and certificate program proposal.*
4. Changing the licensure-qualifying status of a degree program as approved by Council, i.e., adding or removing a licensure-qualifying option.

Council has delegated approval of program modification proposals to SCHEV staff. Final authority for degree and certificate program modifications remains with the Council. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

## **VII. Technical Changes, Program Mergers, and Intent to Discontinue Programs**

Institutions may propose program actions such as technical changes (CIP code, degree designation, program name) to existing programs and program mergers. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. Council has delegated approval authority for such changes, including degree designation closures, to SCHEV staff. Final authority for all program actions remains with the Council.

Institutions may close programs or propose to close degree designations. Notifications or requests are submitted to SCHEV using the guidelines, instructions, and forms contained herein. Board of Visitors (BOV) approval is required to close a degree program.



**DEGREE PROGRAM PROPOSAL  
TRANSFER DEGREES  
GUIDELINES, CHECKLIST & SAMPLE TABLE OF CONTENTS  
Academic and Workforce Programs  
Cover Sheet**

Program proposal may be submitted to the System Office after the following approvals have been met:

- Curriculum Advisory Committee – Review/Recommend
- College Curriculum Committee – Review/Recommend
- College Administration – Approved
- College Board (local) – Approved

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](mailto:mfitzgerald@vccs.edu)). Check Sheet as one file. Proposal as second file in Microsoft Word or High Resolution PDF.
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](mailto:mfitzgerald@vccs.edu)).

Chief Academic Officer: (Print Name): \_\_\_\_\_

Chief Academic Officer: (Provide signature and date): \_\_\_\_\_

College: \_\_\_\_\_

**Institution:** \_\_\_\_\_ **AA:** \_\_\_\_ **AS:** \_\_\_\_ **AA&S** \_\_\_\_ **AFA** \_\_\_\_ **Program Title:**  
\_\_\_\_\_  
**CIP Code:**  
\_\_\_\_\_  
**VCCS Code:** \_\_\_\_\_

### **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 proposal. Numbering should begin after the Table of Contents.
- 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, contracts, MOU agreements, cited documents, preceptor internships/practicums sites) in labeled appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable. ***Fuzzy low resolution scans will not be accepted, scans must be legible.***
- The entire proposal should be combined into one electronic file. DO NOT number the VCCS 102 Form, SCHEV Cover Sheet, CAO Letter, nor Table of Contents.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

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

#### **\_\_\_\_\_ Letter from the chief academic officer – *signed*.**

The letter should contain the following information (each bullet needs to be a paragraph in the chief academic officer’s letter in the bullet order below):

- Indicate the proposal is for a new program, include the program name/title, degree designation, CIP code, initiation semester and year, administrative unit overseeing the curriculum, Local College Board approval date and State Board approval date.
- Summarize the proposed program including why the degree program is needed at this time.
- Explain how the proposed program will fit with the institution’s mission and strategic plan if applicable.
  - Describe what the institution will stop doing or do differently in order to initiate the proposed program, including certificates, diplomas, or degrees proposed for closure or consolidation.

- Describe the resources needed to support the program, the institution's commitment to the proposed program (in terms of faculty, financial, and physical resources).
- Include contact information (name, title, telephone number, and e-mail address) of person other than the institution's chief academic officer who may be contacted regarding the program proposal.

Address the letter to:

Dr. Sharon Morrissey

Senior Vice Chancellor for Academic and Workforce Programs  
 Academic & Workforce Programs  
 Virginia Community College System  
 300 Arboretum Place, Suite 200 Richmond,  
 VA 23236

\_\_\_\_ **SCHEV Program Proposal Cover Sheet completed.** (For document see VCCS Intranet website: [Course and Program Development](#))

\_\_\_\_ **Cover Page for the program proposal.** Please include college name (e.g. BRCC), degree type (i.e. Associate of Applied Science or Associate of Applied Arts) and full title (e.g. Mechatronics)

\_\_\_\_ **Table of Contents**

## **Description of Proposed Program**

Please include the following subsections in the Description of Proposed Program section.

### \_\_\_\_ **Program Background**

- What is the background of the proposed program? Provide a brief history of how the program was developed. Include the institution's name, administrative unit overseeing the program, and initiation date (semester/year) of the program. Is the degree program in an emerging or cutting edge area?

### \_\_\_\_ **Program Purpose**

- What is the purpose of the proposed program (i.e. catalog purpose)? The focus/intent of the program should be provided.

### \_\_\_\_ **Relation to Mission and Strategic Plan**

- 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? If so, please explain. **\_ Distance Learning (if applicable)**
- 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.

---

### **Program Accreditation (if applicable)**

- If college is seeking a program-specific accreditation, which accrediting organization will be used (e.g. Accreditation Council for Occupational Therapy Education)? Please indicate (month/semester year) when accreditation will be sought? Please do not reference SACSCOC since this information is not needed in the program proposal.

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### **Admission Criteria (if applicable)**

- Please note that if the program does not have specific admissions criteria beyond the general requirements for admission to the college, this section may be skipped.

However, if the program is select admissions (e.g. engineering), the following question needs to be answered: What are the admission criteria for the proposed program?

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### **Curriculum & Number of 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 transfer degrees; Engineering programs may contain up to 72 credit hours. Institutions should include the curriculum detailing the required number of credit hours.
- Reference in the Curriculum & Number of Credits in the Program section the following Appendices:
  - **Semester by Semester Curriculum**
  - **Program-Specific courses** (as opposed to 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 that do not appear in the Master Course File.

---

### **Faculty Resources**

- How many faculty will be needed to deliver instruction? How will the existing faculty be utilized? How will adjunct faculty be utilized? Will new faculty be hired? What credentials will be sought or required?

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### **Program-Specific Outcomes**

- What learning outcomes (knowledge and skills) are graduates expected to demonstrate? Please use the following language in the program proposal as the format to respond to this question: *Graduates of the \_\_\_\_ degree program will be expected to demonstrate the following program-specific learning outcomes.*
- Provide bulleted list of the program-specific student learning outcomes.

---

### **Assessment**

- With the assistance of the institution's director of assessment or the assessment office, complete the following items (for program- specific outcomes):
  - When and how does the institution plan to assess student learning?

- How does the assessment plan fit into the institution's overall program review?

### **Relationship to Existing Programs at the College**

- Is the proposed program an expansion of an existing certificate or career studies certificate? If so, please explain.
- 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 of the existing degree programs.
- Will approval of the program result in closure of any programs? If so, please indicate which programs will be closed (this information should align with the

information provided in bullet 4/paragraph 4 of the Chief Academic Officer's letter).

### **Collaboration (if applicable)**

- If this is a collaborative program with another institution of higher education (public or private) 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. Please have the partnering institution provide a letter of support and explanation. If the partnership is with an institution of higher learning, please have the chief academic officer complete the letter. The letter should be included in the Appendix.

### **Justification for the Proposed Program**

Please include the following subsections in the Justification of the Proposed Program section.

**Response to Current Needs** – Provide an objective account of the need for the new degree program; discuss why the proposed program is needed by the senior institution(s).

**Transfer Demand** – Evidence of transfer demand

- Letters of support from prospective receiving senior institutions included in the Appendix (please no form letters). Letters must be dated within 12 months of submitting the proposal to SCHEV.
- Provide transfer pathway(s) that feature first two years of the curriculum at the community college and the second two years of the curriculum at the senior institution; if the proposed curriculum is replacing an existing transfer program at the community college please compare with proposed curriculum in a table featuring the two curricula and demonstrate value added (e.g. credits saved); include this documentation in the Appendix.
- Provide data to support transfer demand such as graduates completing the existing curriculum transferring to senior institution.

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

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

- A descriptive narrative/full report of student survey results. Provide a copy of the blank survey 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. Letters and/or emails must reflect information obtained within 12 months of submitting the proposal to SCHEV.
- A descriptive narrative of enrollment data from existing program(s) (e.g. career studies certificate). Information should reflect enrollment over time and within at least three years of submitting the proposal to SCHEV.

\_\_\_\_\_ **SCHEV Projected Enrollment Table completed for years 1 through 4** (For document see VCCS Intranet website: [Course and Program Development](#)). Please note that the figures used here should match the figures used on the VCCS Form 102.

- Please include the estimated headcount (HDCT), full-time equivalent (FTE) students, and graduates (GRAD). The estimated FTE and graduates for Year 4 must meet SCHEV's

minimum standards for program viability. (For VCCS Program Viability Table see VCCS Intranet website: [Course and Program Development](#)). Please provide in bulleted format below the table how the projections were derived in terms of data support. Please review additional SCHEV guidance located on page 8 of this document.

### **Projected Resource Needs**

The purpose of this section is to identify: (1) expected resource needs for the degree program initiation and for operation through the full (target) enrollment year; (2) the sources of funding for degree program and (3) whether any additional state funding needs are anticipated.

\_\_\_\_\_ **Narrative for Projected Resource Needs** - Provide a description of resources (currently available and anticipated) to initiate and operate the program and the sources of funds to provide them, including but not limited to appropriations or special funds to be requested from the state. The narrative description should address the topic categories below, if and as relevant. Please provide in narrative form as opposed to dividing the section into separate subheadings (e.g. Library):

- full-time faculty and part-time/adjunct faculty
- classified positions
- targeted financial aid
- equipment (including computers)
- library
- telecommunications
- physical space
- E & G fees
- Other funding sources (specify); this information needs to align with the figures provided in Other Funding Sources Dedicated to the Proposed Program featured in the Cost and Funding Sources to Initiate and Operate the Program Table (see below)

\_\_\_\_\_ **SCHEV Cost and Funding Sources to Initiate and Operate the Program** – Provide the Projected Enrollment (Headcount), Projected Enrollment (FTE), Estimated Tuition and E&G Fees for Students in the Proposed Program, Projected Revenue from Tuition and E&G Fees Due to the Proposed Program, and Other Funding Sources Dedicated to the Proposed Program (e.g. grant, business, entity, private sources). The Projected Enrollment (Headcount) and Projected Enrollment (FTE) for the Program Initiation Year need to be consistent with Headcount and FTE in SCHEV's Projected Enrollments Table for Year 1. Likewise, the Projected Enrollment (Headcount) and the Projected Enrollment (FTE) for the Program Full Enrollment Year need to be consistent with the Headcount and FTE used in SCHEV's Projected Enrollments Table for Year 2. The figures provided in the table will be compared by SCHEV using the current base

adequacy model; this comparison will serve as a reference for the estimated costs. (For document see VCCS Intranet website: [Course and Program Development](#)).

\_\_\_\_\_ **Complete Certification Statements** (For document see VCCS Intranet website: [Course and Program Development](#)). Please be sure that the document is signed by the Chief Academic Officer.

\_\_\_\_\_ **VCCS Form 102, Request for New Curriculum – signed.** (For document see VCCS Intranet website: [Course and Program Development](#)).

The document must be completed and signed by Vice President, President, and Chair of Local Board. Include in the Appendix.

\_\_\_\_\_ **Appendix – All forms reference in the proposal must be included in the Appendix and pages numbered.**

**Resources:**

Master Course File - <http://courses.vccs.edu/> for course descriptions, credit hours, etc. from the VCCS Website.

• SCHEV & VCCS Documents - VCCS Intranet Website:

<https://onvccs.sharepoint.com/teams/CourseProgramDevelopment/SitePages/Home.aspx>

Notes on submission of proposal to SCHEV: When the program proposal is completed, Academic & Workforce Programs will confirm that the program proposal is ready for submission to SCHEV. The submission includes two single-sided, signed, hard copies of the final version of the complete program proposal, which needs 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

Consider the following when preparing the submission per SCHEV guidelines.

- 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 final submission, send two hard copies of the documentation.

SCHEV Guidance on completing Summary of Projected Enrollments in Proposed Program table:

Please complete the table with the assistance of the college's Institutional Research office. The estimated headcount, full-time equivalent (FTE), and graduates need to be provided in the table. See SCHEV's definitions for HDCT, FTES, and GRADS below. The sources for the projections need to be provided in the program proposal.



**Instructions:**

- Enter the appropriate dates at the top of each column for years 1-4.
- 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. Full-time students (%); 3. Parttime 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. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see VCCS Intranet Website, [Course and Program Development](#) for VCCS Program Viability Table). Projected enrollment should represent

actual plans for student enrollment in the program. Please note that Year 4 Target Year must meet program viability standards for FTES and GRADS featured in the VCCS Program Viability Table.

**Definitions:**

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

## **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.

#### Part I: Description of the Proposed Program

- Program Background
- Program Purpose
- Relation to Mission and Strategic Plan
- Distance Learning
- Program Accreditation
- Admission Criteria
- Curriculum and Number of Credit Hours
- Faculty Resources
- Program-Specific Learning Outcomes
- Assessment
- Relationship to Existing Programs at the College
- Collaboration

#### Part II: Justification for the Proposed Program

- Response to Current Needs
- Transfer Demand
- Student Demand

#### Part III. SCHEV Student Projected Enrollments in Proposed Program

Part IV: Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Degree Program

Part V: Certification Statements

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 Universities

Appendix E: Transfer Pathways

Appendix F: Blank Student Demand Survey

Appendix G: Letters/Emails of Support from Students

## **Guidelines for Transfer Framework Transition**

All AA&S degree programs and transfer specializations must be discontinued by Fall 2025. That means that no new students can be added to these program plans in SIS after Summer 2025; your college may decide to make changes before then. The following is a list of steps involved in implementing the Transfer Framework transition.

You and your faculty have been considering the options presented by the new Transfer Framework. As you prepare to finalize the changes your institution will make, you may want to consult with your IAL and/or curriculum committee regarding whether the proposed changes constitute substantive changes; some excerpts from recent SACSCOC documents are included later in this document for your reference. Once faculty make recommendations and those recommendations make their way through your usual governance process, the next steps vary.

### **Definitions (copied from proposed policy revisions)**

#### 5.1.0.0.0 Degree Program

A degree program is a coherent curriculum comprised of 100- and 200-level courses 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 listed by its CIP code in the SCHEV Degree and Certificate inventory; and is listed on the student's diploma and academic record. CIP codes are assigned by the System Office and are consistent for a given degree program offered at any VCCS college.

#### 5.1.0.0.1 Major

A major is a grouping of 100 and 200 level courses that define a discipline or interdisciplinary specialty within a degree program; listed under a common CIP code of the parent degree; and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as a minimum of 25% of total

credits required for the degree (15-18 credits), excluding the general education core.

#### 5.1.0.0.2 Specialization

A specialization is an area of concentration within an approved ~~major~~ AAA or AAS degree, varying from the parent degree by 9-15 credit hours.

#### 5.1.0.0.3 Common Curriculum

A common curriculum is a set of courses leading to a degree or certificate that has been developed by a statewide faculty group. (See Section 5.2 for policy on development of common curricula.) Such curricula may be established for transfer or career-technical programs.

### Transition Process

- Existing AA&S programs and existing transfer specializations may be converted to AA or AS degree programs, majors under AA or AS degree programs, or advising pathways.
  - a. To convert a program **to one of the 10 AA/AS degree programs pre-approved by SCHEV<sup>1</sup> that will be displayed in your official documents (website, catalog, transcripts)**:
    - i. Note this in your Reporting Table. ii. Submit a VCCS-102 Request for New Curriculum form and a draft catalog layout for it to Dr. Dan Lewis.
    - iii. Be sure your curriculum aligns with the Transfer Virginia common curriculum (if it has been developed at the time you do this). iv. Be sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.
    - v. The new program should not be a substantive change, so you should not need to notify SACSCOC, but your IAL will need to update your program list (as they do annually anyway).
    - vi. Enter the program into your next catalog and into SIS.
  - b. To convert a program **to a major** under an AA or AS degree program **that will be displayed in your official documents (website, catalog, transcripts)**:
    - i. Note this in your Reporting Table. ii. Submit a VCCS-102 Request for New Curriculum form and a draft catalog layout for it to Dr. Dan Lewis.
    - iii. Be sure your curriculum aligns with the Transfer Virginia common curriculum (if it has been developed at the time you do this). iv. Be sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.

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<sup>1</sup> SCHEV's preapproved degrees include the following: AA in Liberal Arts, AS in Science, AS in Engineering, AS in General Studies, AS in Social Sciences, AS in Computer Science, AS in Information Technology, AS in Education, AS in Business Administration, and AS in Health Science.

- v. The new program should not be a substantive change, so you should not need to notify SACSCOC, but your IAL will need to update your program list (as they do annually anyway).
    - vi. Enter the program into your next catalog and into SIS.
  - c. To convert a program **to an AA or AS degree program that is NOT pre-approved by SCHEV** (say, a Biology AS):
    - i. Submit a full program proposal to Dr. Lewis.
    - ii. Note in your Reporting Table that you plan to do this.
    - iii. Be sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.
    - iv. The new program should not be a substantive change, so you should not need to notify SACSCOC, but your IAL will need to update your program list (as they do annually anyway).
    - v. Enter the program into your next catalog and into SIS.
  - d. To convert a program **to an advising pathway**:
    - i. Inform Dr. Lewis using the Reporting Table.
    - ii. Your college need not have full-time faculty in the primary discipline and does not have to conduct program reviews for pathways because pathways are NOT programs.
    - iii. Do **not** enter these as curricula leading to a credential into official documents (SACSCOC will consider them programs if you do that). Instead, use electives and footnotes.
  - e. To **discontinue a program** you transition to an AA, AS, or major, or that you just stop offering:
    - i. Submit a VCCS Discontinuance form to Dr. Lewis.
    - ii. This will be a substantive change, so notify SACSCOC.
    - iii. Your IAL will need to update your program list (as they do annually anyway).
    - iv. Follow your college's teach-out process. The following questions will need to be addressed:
      - 1. How long will the teach-out process be? Will the college switch students immediately to the new degree/new major or will students be given a longer timeline to move to the new program?
      - 2. How will students be notified of the degree/specialization discontinuance? Email, etc.
      - 3. Who will notify the students? Advisors, faculty?
- Even if you did not have a related specialization, major, or AA&S, you may **add any of the 10 AA/AS degree programs pre-approved by SCHEV**.
  - i. Note this in your Reporting Table.
  - ii. Submit a VCCS-102 Request for New Curriculum form and a draft catalog layout for it to Dr. Dan Lewis.
  - iii. Be sure your curriculum aligns with the Transfer Virginia common curriculum (if it has been developed at the time you do this).
  - iv. Be

- sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.
- v. Ask your SACSCOC VP if this should be reported as a substantive change.
  - vi. Your IAL will need to update your program list (as they do annually anyway).
  - vii. Enter the program into your next catalog and into SIS.

The following information may be helpful as you plan the transition.

### SACSCOC Notification

The system office has been told repeatedly by SACSCOC that if a college is moving an existing degree program (Associate of Arts & Sciences) or specialization to a new stand-alone degree program or major that this doesn't prompt substantive change. At least three VCCS representatives were told this again at the SACSCOC Annual Meeting in December 2022.

#### For the new programs

The *September 2020 interpretation of section 8.2.1 of the Principles* says that if “an institution’s AA and AS degree programs contain a coherent and significant cohort of courses that appear to be a “major” sequence, review committees might reasonably expect the institution to consider each iteration of its AA and AS degrees to be separate educational programs. This is particularly true when the institution captures these distinctions in official documents (catalog, transcript, diploma, website). In such instances, the institution’s case for compliance with Standard 8.2.a (Student learning: educational programs) should include an analysis of each of these AA/AS programs. Reviewers might reasonably expect a “core” set of student learning outcomes that would apply to all AA and AS degrees, but each individual program should also be addressing the effectiveness of its “major” sequence with appropriate student learning outcomes.”

The *Substantive Change Policy and Procedures manual revised in March 2022* says, “A new program with 25-49% new content is a significant departure from the institution’s existing programs and requires notification prior to implementation. Content is new if it is not currently offered by the institution at the new program’s instructional level (associate, baccalaureate, master’s, education specialist, or doctoral).”

The *Substantive Change Policy and Procedures manual* also says that substantive changes include “adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated.”

#### For program discontinuances

The Sub Change manual also notes that the following must be included when you notify SACSCOC of a program closure:

- 1. A Substantive Change Cover.
- 2. Provide the closure date, defined by SACSCOC as the date when students are no longer admitted.
- 3. An explanation of how affected parties –

students, faculty, and staff – will be informed of the impending closure. 4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs. 5. Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified. 6. Copies of signed teach-out agreements with other institutions, if applicable. 7. A description of how faculty and staff will be redeployed or helped to find new employment.

#### Degree Titles, Major Titles, and Virginia Pathway Titles

1. Colleges offering a new degree featured on the list of SCHEV's 10 approved degree programs must adopt SCHEV's degree title. No modifications to a degree title will be allowed.
2. Colleges offering a Transfer Virginia pathway as a major must adopt the Transfer Virginia's titling convention. No modification to a major title will be allowed.
3. Colleges adopting institutional pathways will need to have the titles of these pathways reviewed by the system office for consistency when more than one college offers the same pathway.

#### CIP Codes

The System Office will assign CIP codes, so individual colleges will not have to do that and should not assign different CIP codes.

1. All degree programs will be assigned CIP codes that will be used for reporting to SCHEV and IPEDS.
2. All majors aligned with the Transfer Virginia Pathways will be assigned CIP codes. Although enrollments in the majors will be reported *externally* using the parent program's CIP code, we will use the internal CIP codes for systemwide *internal* studies so that we will have a clear idea of the fields your students are studying.
3. The System Office also will assign CIP codes for any institutional majors (those not aligned with a Transfer Virginia common curriculum). These too will be used for internal reporting.

#### Curriculum Codes (aka VCCS Plan Codes)

1. We will stop using curriculum codes associated with the AA&S.
2. The 10 degree programs pre-approved by SCHEV all already have VCCS curriculum codes.
3. The System Office (Heather Fitzgerald and Dan Lewis) will assign the curriculum codes for new degree programs and majors.

#### Common Curricula for the Transfer Virginia Pathways

1. Colleges offering a Transfer Virginia Pathway as a degree, major or advising pathway that has a common curriculum must adhere to the approved plan of study.
2. Colleges may not offer institutional pathways in lieu of a Transfer Virginia Pathway if a closely related common curriculum has been developed.

#### Transition from Current Transfer Programs to Transfer Framework



1. Since the Transfer Framework is being implemented over multiple years, there will be instances in which a college is offering an institutional non-Transfer Virginia pathway (which was previously a specialization) as a major or advising pathway because the corresponding Transfer Virginia common curriculum hasn't been developed.
2. Since the Transfer Framework is being implemented over multiple years, there will be instances in which a college will be offering both an original curriculum and the new curriculum as the institution goes through the discontinuance process for the former.
3. If a common curriculum doesn't yet exist for a Transfer Virginia Pathway but will be developed, a college can offer their "old" program for the time being, but when the common curriculum is completed and approved, the college will need to adopt the common curriculum?

### Program Viability

Transfer programs' viability will be reviewed using the following criteria. This is pending approval by SCHEV.

College Size	Transfer Degrees	
	All AA+AS + AFA Added Together	
FTES	FTES	Grads
<i>Under 1800</i>	17	12
<b>1800 – 4999</b>	22	15
<b>5000 and Over</b>	24	17

### FICTIONAL EXAMPLE OF AN AS DEGREE PROGRAM WITH ONE SUBSIDIARY MAJOR

#### Engineering AS

**2022-2023 Catalog**  
**Engineering, AS**

*Plan Code 831, CIP Code 14.0101*

**Award:** Associate of Science

**Length:** Four Semesters (Two years of full-time study)

**Purpose:** The curriculum is designed to prepare the student to transfer to a bachelor's degree program in an Engineering discipline. Some of the Engineering disciplines are aerospace engineering, biomedical engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, mechanical engineering, and systems engineering. It is highly recommended that students consult with an Engineering faculty advisor prior to selecting their courses to ensure maximum transferability.

**Admission Requirements:** General *ABC College* admission requirements apply to this program.

**Recommended Preparation:** High school courses: 4 units of English, 2 units of algebra, 1 unit of geometry, 1 unit of trigonometry, 1 unit of laboratory science (chemistry or physics).

**Graduation Requirements:** Students must complete the required courses in curriculum and achieve a 2.0 minimum grade point average to receive this academic award. Students should be aware that some colleges and universities to which they may seek transfer require a higher GPA for that transfer.

### Fall Semester - Year 1

- 
- [SDV 100 - College Success Skills](#) or [SDV 101 - Introduction to Teacher Education](#) (1 CR.)
  - [ECO 202 - Principles of Microeconomics](#) (3 CR.)
  - [EGR 121 - Foundations of Engineering](#) (2 CR.)
  - [ENG 111 - College Composition I](#) (3 CR.)
  - [MTH 263 - Calculus I](#) (4 CR.)
  - [--- --- - Physical or Life Science Elective w/Lab](#) (4 CR.)

**Total Credits for Semester** **17**

### Spring Semester - Year 1

- 
- [ENG 112 - College Composition II](#) or ENG 113 (ENG 113 preferred) (3 CR.) • [MTH 264 - Calculus II](#) (4 CR.)
  - [--- --- - Humanities/Fine Arts Elective](#) (3 CR.)
  - [--- --- - Physical or Life Science Elective w/Lab](#) (4 CR.)
  - [--- --- - Engineering/Technical Elective](#) (3-4 CR.)

**Total Credits for Semester** **17-18**

### Fall Semester - Year 2

- 
- [MTH 267 - Differential Equations](#) (3 CR.)
  - [HIS --- - Elective](#) (3 CR.)
  - [--- --- - Engineering/Technical Elective](#) (4 CR.)
  - [--- --- - Engineering/Technical Elective](#) (3-4 CR.)
  - [--- --- - Engineering/Technical Elective](#) (3-4 CR.)

**Total Credits for Semester** **16-18**

### Spring Semester - Year 2

---

MTH 265 – Calculus III (4 CR.) or MTH 266 - Linear Algebra (3 CR.) or MTH 288 – Discrete Math (3 CR.)

\_\_\_\_ Humanities/Fine Arts Elective (3 CR.)

\_\_\_\_ Engineering/Technical Elective (3-4 CR.)

\_\_\_\_ Engineering/Technical Elective (3-4 CR.)  
\_\_\_\_ Engineering/Technical Elective (3-4 CR.)

**Total Credits for Semester** **15-18**

**Minimum Credit Hours for Degree:** **65-70**

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**Engineering, AS**  
**Electrical Engineering Major**

*Plan Code 831-m1, CIP Code 14.1001*

**Award:** Associate of Science

**Length:** Four Semesters (Two years of full-time study)

**Purpose:** The curriculum is designed to prepare the student to transfer to a bachelor's degree program in Electrical Engineering. It is highly recommended that students consult with an Engineering faculty advisor prior to selecting their courses to ensure maximum transferability.

**Admission Requirements:** General *ABC College* admission requirements apply to this program.

**Recommended Preparation:** High school courses: 4 units of English, 2 units of algebra, 1 unit of geometry, 1 unit of trigonometry, 1 unit of laboratory science (chemistry or physics).

**Graduation Requirements:** Students must complete the required courses in curriculum and achieve a 2.0 minimum grade point average to receive this academic award. Students should be aware that some colleges and universities to which they may seek transfer require a higher GPA for that transfer.

**Fall Semester - Year 1**

---

- [SDV 101 - Introduction to Teacher Education](#) (1 CR.)
- [ECO 202 - Principles of Microeconomics](#) (3 CR.)
- [EGR 121 - Foundations of Engineering](#) (2 CR.)
- [ENG 111 - College Composition I](#) (3 CR.)
- [MTH 263 - Calculus I](#) (4 CR.)
- [PHY 241 Physics I](#) (4 CR.)

**Total Credits for Semester** **17**

**Spring Semester - Year 1**

- 
- [ENG 112 - College Composition II](#) or ENG 113 (ENG 113 preferred) (3 CR.) • [MTH 264 - Calculus II \(4 CR.\)](#)
  - [--- --- - Humanities/Fine Arts Elective \(3 CR.\)](#)
  - [PHY 242 Physics II \(4 CR.\)](#)
  - EGR 122 Engineering Design (3 CR.)

**Total Credits for Semester** **17**

**Fall Semester - Year 2**

- 
- [MTH 267 - Differential Equations \(3 CR.\)](#)
  - [HIS --- - Elective \(3 CR.\)](#)
  - [EGR 125 Programming \(4 CR.\)](#)
  - [EGR 270 Fundamentals of Computer Engineering \(4 CR.\)](#)
  - [EGR 271 Circuits I \(4 CR.\)](#)

**Total Credits for Semester** **18**

**Spring Semester - Year 2**

- 
- CHM 111 General Chemistry I (4 CR.)
  - MTH 265 – Calculus III (4 CR.) or MTH 266 - Linear Algebra (3 CR.) or MTH 288 – Discrete Math (3 CR.)
  - \_\_\_\_\_ Humanities/Fine Arts Elective (3 CR.)
  - \_\_\_\_\_ EGR 272 Circuits II (4 CR.)

**Total Credits for Semester** **14-15**

**Minimum Credit Hours for Degree:** **66-67**

## FICTIONAL Education AS Curriculum Supporting 2 FICTIONAL Education-related Pathways

This catalog mockup shows a FICTIONAL Education AS curriculum that allows the college to support 2 FICTIONAL common education-related curricula (elementary education and special education). This college is not using any education-related majors.

### **2022-2023 Catalog Education, AS**

*Plan Code 625, CIP Code 13.0101*

**Award:** Associate of Science

**Length:** Four Semesters (Two years of full-time study)

**Purpose:** The Education program provides the first two years of a guided pathway for students interested in entering the Education profession through completing a four-year college or university degree, with licensure to teach. This curriculum provides general education in a program leading to a career at the kindergarten, elementary, middle school, and/or secondary levels.

**Admission Requirements:** General *ABC College* admission requirements apply to this program.

**Graduation Requirements:** Students must complete the required courses in curriculum and achieve a 2.0 minimum grade point average to receive this academic award. Students should be aware that some colleges and universities to which they may seek transfer require a higher GPA for that transfer.

**Transfer Major Objectives:** Students who plan to specialize in elementary education or special education should select the courses referenced in the footnotes and should refer to the Transfer Virginia Portal [here](#) to see a list of courses that will apply to their chosen field of study.

Students who transfer after completing this program may wish to pursue licensure in fields such as: *Elementary Education, Middle School Education and Secondary Education.*

**Related Program:** Uniform Certificate of General Studies

**Fall Semester - Year 1**

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• <a href="#">SDV 100 - College Success Skills</a> or <a href="#">SDV 101 - Introduction to Teacher Education</a>	
<b>Credits: 1</b>	
• <a href="#">ENG 111 - College Composition I</a>	<b>Credits: 3</b>
• <sup>1</sup> <a href="#">HIS</a> Elective (must meet UCGS requirements)	<b>Credits: 3</b>
• <sup>2</sup> <a href="#">MTH 154 - Quantitative Reasoning</a> or	
MTH 161, 167 or 263	<b>Credits: 3</b>
• <sup>3</sup> Social/behavioral Science Elective	<b>Credits: 3</b>
• <sup>4</sup> Arts or Humanities Elective	<b>Credits: 3</b>
<b>Total Credits for Semester</b>	<b>Credits: 16</b>

**Spring Semester - Year 1**

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• <a href="#">CST 100 Principles of Public Speaking</a> or <a href="#">CST 110 - Introduction to Human Communication</a>	<b>Credits: 3</b>
• <a href="#">ENG 112 - College Composition II</a>	<b>Credits: 3</b>
• <sup>5</sup> MTH Elective	<b>Credits: 3</b>
• <sup>6</sup> Lab Science	<b>Credits: <sup>234</sup>3</b>
• <a href="#">EDU 200 - Introduction to Teaching as a Profession</a>	<b>Credits: 3</b>
<b>Total Credits for Semester</b>	<b>Credits: 16</b>

**Fall Semester - Year 2**

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• EDU 2xx Foundations of Exceptional Education	<b>Credits: 3</b>
• <sup>5</sup> <a href="#">ENG 2xx - Literature</a> Elective	<b>Credits: 3</b>
• <a href="#">PSY 230 - Developmental Psychology</a> or EDU 207 Human Growth and Development	<b>Credits: 3</b>

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<sup>2</sup> Students who plan to teach elementary or special education should choose from the following courses: ART 101, MUS 121, MUS 221, MUS 222, MUS 226, or CST 130. Students who plan to teach in other fields may choose any arts or humanities general education course.

<sup>3</sup> Students who plan to teach in a STEM field should take MTH 161 or 263. Students who expect to teach elementary education may take MTH 161 or 167, but MTH 154 is preferred.

<sup>4</sup> Students should choose one of the following lab sciences: BIO 101, CHM 101,111, GOL 105, 106, PHY 100, 201, or 141. Students who plan to teach elementary or special education should select from BIO 101, GOL 105, or GOL 106. Students who plan to teach in a science-related specific discipline should select from BIO 101, CHM 101, GOL 105, 106, or PHY 141.

<sup>5</sup> Any 200-level literature course that meets Transfer Virginia requirements. Students studying elementary education should select ENG 250 if possible.

- <sup>6</sup>Elective
- <sup>8</sup>Elective

**Credits: 3-4**  
**Credits: 3**  
**Credits: 15-16**

**Total Credits for Semester**

**Spring Semester - Year 2**

- EDU 2xx Teaching in a Diverse Society with Practicum

**Credits: 3**

- <sup>8</sup>Elective
- <sup>8</sup>Elective
- <sup>8</sup>Elective
- <sup>8</sup>Elective

**Credits: 3**  
**Credits: 3**  
**Credits: 3**  
**Credits: 1-4**  
**Credits: 13-16**

**Total Credits for Semester**

**Minimum Credit Hours for Degree:**

**60-63**

**Notes:**

<sup>1</sup>Students interested in elementary education, special education, or secondary education should take HIS 121 or 122. Other students may take any HIS course that meets UCGS requirements. (the college would list the courses here)

<sup>2</sup>Students who plan to teach secondary education in STEM disciplines should select MTH 161, 167, or 263.

<sup>3</sup>Students may choose from the following courses: ECO 150, ECO 201, GEO 200, GEO 225, or PLS 135.

Students who plan to teach elementary, special, or secondary education should take a second lab science course chosen from BIO 101, 106, CHM 101, ENV 121, GOL 105, 106, 110, PHY 100, PHY 141, or PHY 142.

Students in elementary or special education should take a course in a *different* discipline from the first science course. Most students in secondary education should take a second science in the *same* discipline as the first science, but those planning to teach non-STEM secondary education should choose a course in a *different* discipline. Students in some teaching specializations do not need a second lab science.

Students who plan to teach elementary or special education may take other elective credits from HIS 101, 102, 111, 112, 121, 122, 141, World Languages, a third science, a third Math, EDU 280 Technology for Educators, EDU 270 - Intro to Autism, EDU 206 Classroom Management, or EDU xxx - Mathematics for Elementary Teachers.

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<sup>6</sup> Students following the Education AS curriculum may take courses from A&S Content Areas for Middle, High School, and P-12 Specializations Requirements in the following subject areas: All courses listed in general education above, CST 210, EGR 125, ART 121, 131, MUS 111-112, , World Languages 101-102,-201-202, HLT 110, EDU 280 Technology for Educators or EDU 270 - Intro to Autism.

Students who plan to teach secondary education should work with their advisor to select courses in their endorsement area.



## ***PROGRAM DISCONTINUANCE***

When it becomes necessary or desirable to discontinue a program, the appropriate dean--in concurrence with the program faculty--should discuss the proposed action with the vice president. Once the program faculty, dean, and vice president have agreed on a course of action, the dean should proceed in the following manner.

1. **The faculty member completes the appropriate form needed (see table below).**
2. **The faculty member reviews the request with the appropriate dean.**
3. **The Vice President's Staff reviews the request for compliance and administrative issue and recommends referral to the Curriculum and Instruction Committee.**  
At a regular meeting of the Vice President's Staff, the appropriate dean will make a full report of the nature and justification for the request.
4. **The Curriculum and Instruction Committee reviews the request and recommends action by the Vice President for Instruction and Student Services.**
5. **Upon the Vice President's approval, the Vice President's Office submits the discontinuance notice to VCCS Academic Services and Research (AS&R) staff.**
6. **AS&R staff reports intent to discontinue a program to the Chancellor and State Board.**
7. **AS&R Staff reports intent to discontinue a program to SCHEV (for majors and degree programs only).**
8. **The Vice President's Office removes all references to the program from the Catalog.**

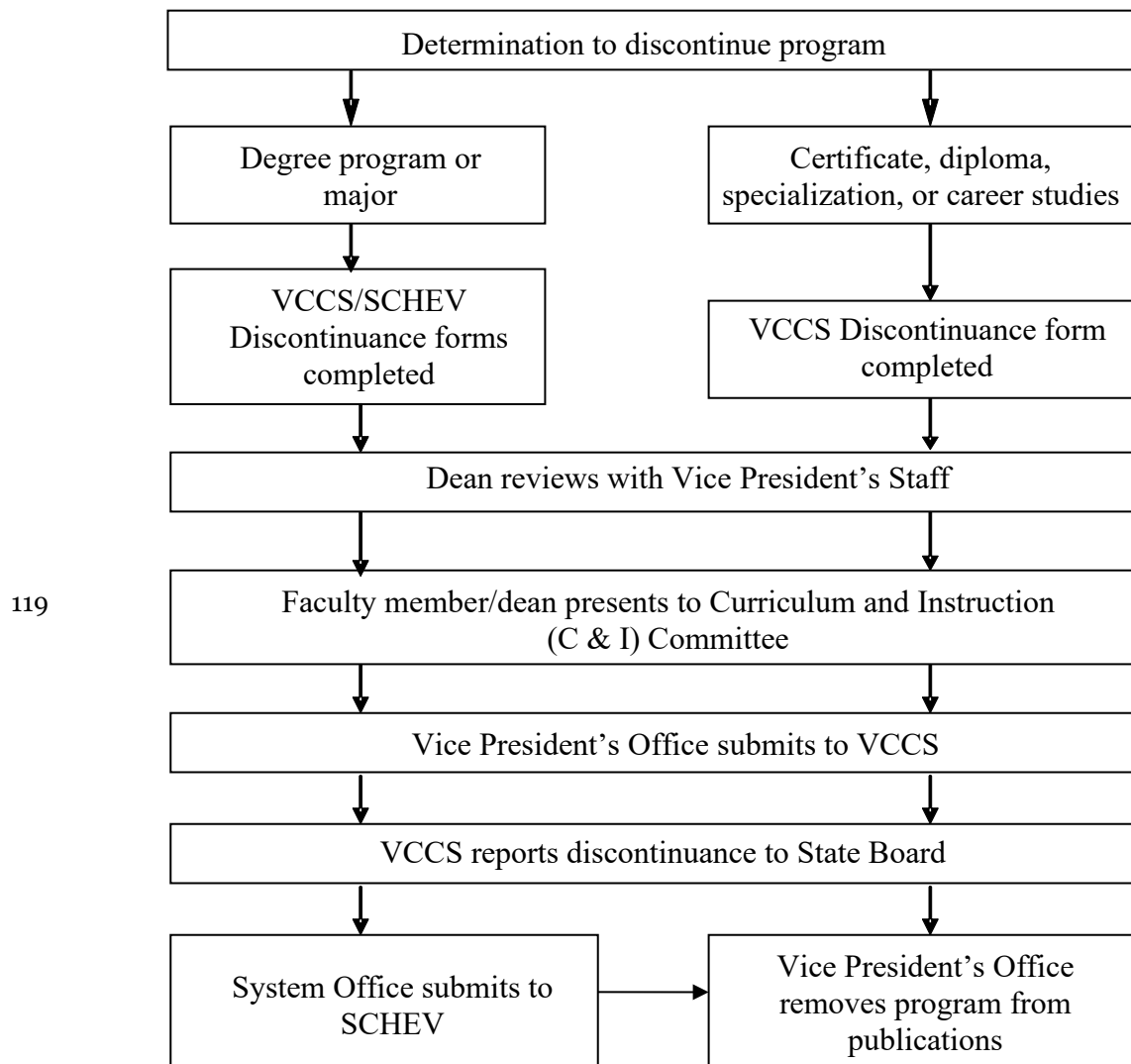
**NOTE:**

- A. The VCCS will allow time for the college to "teach out" students enrolled in a program that is being discontinued. Normally, three years is allowed for students to complete a discontinued program.

<b>Discontinuance Forms and Approval Process</b>		
<i>(located on the shared drive)</i>		
<i>Program</i>	<i>Forms needed (along with College Transmittal form)</i>	<b>Approval Process</b>
<i>Majors and Degree programs</i>	SCHEV Intent to Discontinue an Academic Program	<ul style="list-style-type: none"> <li>• College Board approval</li> <li>• AS&amp;R recommendation</li> <li>• Academic Services &amp; Workforce SBCC Comm. recommendation</li> </ul>

		<ul style="list-style-type: none"> <li>• State Board approval</li> <li>• SCHEV notify</li> </ul>
<i>Specialization</i>	VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec.	<ul style="list-style-type: none"> <li>• College Board approval.</li> <li>• Notify VCCS AS &amp; R staff.</li> </ul>
<i>Certificates</i>	VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec.	<ul style="list-style-type: none"> <li>• College Board approval</li> <li>• AS&amp;R recommendation</li> <li>• Chancellor approval</li> <li>• SCHEV notify</li> </ul>
<i>Diplomas</i>	VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec.	<ul style="list-style-type: none"> <li>• College Board approval</li> <li>• AS&amp;R recommendation</li> <li>• State Board approval</li> <li>• SCHEV notify</li> </ul>
<i>Career Studies Certificate</i>	VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec.	<ul style="list-style-type: none"> <li>• College Board approval.</li> <li>• Notify VCCS AS &amp; R staff.</li> </ul>

# Discontinuance



**Table 5-5**

**Discontinuance of Transfer Degree Programs and Majors**

Key	Action	
R = Review/Recommend A = Approve N = Notification/Reported To	Degrees (AA,AS,AFA)	Majors
<b>Local Level</b>		
College Curriculum Committee	R	R
College Administration	A	A
College Board	A	A
<b>State Level</b>		
VCCS AWP Staff	R	R
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R
State Board for Community Colleges	A	A
SCHEV Staff	N	-
State Council	N	-
<b>Regional Accreditation</b>		
SACSOC	A/N	A/N

*VCCS Policy Manual- Section 5*

**Table 5-6**

**Program Discontinuance of Career/Technical Programs**

Key	Action					
R = Review/Recommend A = Approve N = Notification/Reported To	Degree (AAA, AAS)	Major	Specialization	Diploma	Certificate	Career Studies Certificate
<b>Local Level</b>						
Curriculum Advisory Committee	R	R	R	R	R	R
College Curriculum Committee	R	R	R	R	R	R
College Administration	A	A	A	A	A	A
College Board	A	A	A	A	A	A
<b>State Level</b>						
VCCS AWP Staff	R	R	N	R	R	N
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R	-	R	-	-
State Board for Community Colleges	A	A	-	N	N	-
SCHEV	N	-	-	N	N	-
State Council	N	-	-	N	N	-
<b>Regional Accreditation</b>						

SACSOC	A/N	A/N	A/N	A/N	A/N	A/N
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**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](mailto:dlewis@vccs.edu) and [mfitzgerald@vccs.edu](mailto:mfitzgerald@vccs.edu). Please use the list(s) below to sort your proposal.

**ASSOCIATE DEGREES, DIPLOMAS AND CERTIFICATES**

**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, degree designation, 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 or degree designation;
- 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.

---

### **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.

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### **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.*

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### **Table of Contents**

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### **Narrative Description to address the following,**

- Indicate the name/title, degree designation, 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 or degree designation.
- Include a rationale providing justification for the intent to discontinue the program or degree designation. Provide support documentation, if needed.
- For degree programs or degree designations 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?

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### **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

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#### **DISCONTINUANCE OF AN ACADEMIC PROGRAM**

**How to Complete the SCHEV form named:**

**“Intent to Discontinue and Academic Program Cover Sheet”**

**Academic and Workforce Programs**

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 brief explanation of the applicable sections of the SCHEV form that must be completed for processing. Once completed please send the documentation electronically as a .doc (not a PDF) to [mfitzgerald@vccs.edu](mailto:mfitzgerald@vccs.edu). \*All form examples should be removed for submission.

Block 1. Type the full name of the college. Ex. **Blue Ridge Community College**

Block 2. **Check the Degree Program box** if program is a degree. **Check the Certificate Program box** if program is a certificate or a diploma. (Please change box to a checked box instead of circling, highlighting, or altering box.)

Block 3. Ex. **Business Administration**

Block 4. Ex. **Associate of Applied Science**. Ex. **Associate of Science**. Ex. **Certificate**. Ex. **Diploma**

Block 5. CIP Code (IES NCES/IPEDS Classification of Instructional Programs). Ex. **24.0101**

Block 6. If program discontinued is a degree, ENTER date degree was approved. Ex. **January 1, 2015**. If this information isn't known/available please leave blank. If the discontinued program is a certificate or diploma please leave box blank.

Block 7. If program discontinued is a certificate or diploma, ENTER date certificate or diploma was approved. **Ex. January 1, 2015.** If this information isn't known/available please leave blank. If the discontinued program is a degree please leave box blank.

Block 8. No new enrollments. Add the semester and year the college no longer will add students to the plan of study in SIS as newly enrolled, i.e. last semester a college will program place students. Ex. **Summer 2020 or Fall 2020 or Spring 2020.**

Block 9. Semester and year the college will begin teach out the Start and End. Ex. **Fall 2020 to Fall 2022.**

Block 10. Semester and year the college wants the program closed on the SCHEV Inventory. No degrees/certificates/diplomas will be reported after that term and year. Ex. **Spring 2022.**

Block 11. **Disregard**

Block 12. Please add the full dates of discontinuance approval for the Local Board and the State Board for Community Colleges. Ex. **November 11, 2019.** If the program discontinuance has not yet been approved by the State Board, please future date the form based on the annual January

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(day two) State Board date which can be found at, <https://www.vccs.edu/governance/#state-board-meetings>

Block 13. **Disregard**

Block 14. **Disregard**

Block 15. **Disregard**

Block 16. Must include individual name, title, phone number and email and is the point of contact should counsel have questions. Please note that the point of contact cannot be the Chief Academic Officer. Ex. **John Smith, Associate Dean of Mathematics, Virginia Community College, 804-819-4912, jsmith@vccs.edu**



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**Intent to Discontinue an Academic Program**  
**Cover Sheet**

1. Institution	2. Type of Program (Check one): Degree program <input type="checkbox"/> Certificate program <input type="checkbox"/> Degree/Certificate Designation <input type="checkbox"/>
3. Program name	
4. Degree/certificate designation	5. CIP code
6. Degree program approval date by Council	
7. Certificate program acknowledgement date by SCHEV	
8. Date (semester/year) beyond which no new enrollments will be accepted:	9. Teach-out date: (semester/year) to (semester/year):
10. Desired termination date for reporting degrees/certificates (semester and year)	11. Date approved by Board of Visitors
12. For community colleges: date approved by local board: _____ date approved by State Board for Community Colleges: _____	
13. <b>For Critical Shortage Area Only.</b> Check all that apply. Explain in attached narrative	

<input type="checkbox"/> Lack of student demand <input type="checkbox"/> Lack of market demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Lack of institutional resources <input type="checkbox"/> Other
14. List of constituents impacted by action.
15. If collaborative or joint program, identify collaborating institution(s). <b>Note:</b> Each collaborating institution must submit a separate “Intent to Discontinue” form.
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.



**REQUEST PROGRAM DISCONTINUANCE  
ACADEMIC AND WORKFORCE PROGRAMS**

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

- DEGREE  MAJOR  CERTIFICATE  DIPLOMA  SPECIALIZATION ONLY  CSC

**II. PROGRAM CHARACTERISTICS**

Name of College \_\_\_\_\_  
 Program Title (Ex. Physical Therapy Assistant) \_\_\_\_\_  
 Credential (Ex. Associate of Applied Science) \_\_\_\_\_  
 VCCS Program Code (Ex. 500) \_\_\_\_\_  
 CIP Code (Ex. 64.0000) \_\_\_\_\_  
 Program Start Date (Ex. Fall 2015) \_\_\_\_\_  
 Date of Approval of Discontinuance by Local College Board \_\_\_\_\_  
 Catalog Description \_\_\_\_\_

Term and Year program closed to new enrollments (box 8 on SCHEV Intent to Discontinue Form) (Ex. Fall 2015) \_\_\_\_\_

*(The term denotes the start of the academic term the program closes to new enrollments at the college, no admission to the plan, begin teach out)*

Term and Year program deactivated for data submission/closed (box 10 on SCHEV Intent to Discontinue Form) (Ex. Fall 2015) \_\_\_\_\_

*(The term denotes the end of the academic term the program is officially closed.)*

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

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### III. REASON(S) for DISCONTINUANCE

LACK OF STUDENT DEMAND  LOW ENROLLMENT  LOW PROGRAM VIABILITY

*(Please check appropriate box and provide rationale in text space)*

Submitted by \_\_\_\_\_  
Name Title Date

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THIS DOCUMENT IS LOCATED ON THE VCCS  
Development and S:\Forms C&I\  
Form 2019\_Final



## Checklist for Program Title Change and/or CIP Code Change Certificates, Degrees, and Diplomas Academic and Workforce Programs

### SCHEV Guidelines

Program title name change and/or CIP code change: Revising an existing program title of a certificate, degree, or diploma and/or revising an existing CIP code (as reflected in SCHEV's program inventory), needs to be reviewed by SCHEV.

**\*\*\*If significant changes to the curriculum are indicated, a new program proposal may be required.**

If no significant changes are indicated as described above, colleges must submit the following to Academic Programs.

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

#### **Letter from the chief academic officer to Dr. Sharon Morrissey – signed.**

The letter should contain the following information (please note that each bullet is a separate paragraph):

- Indicate the nature of the request (program title change or CIP code change) and include existing program title, revised program title (if program title change), credential designation (i.e. certificate, degree, or diploma), current VCCS program code (e.g. 212), existing CIP code, proposed CIP code (if CIP code change), initiation date for proposed revision, administrative unit for the academic program, Local College Board approval date, and State Board approval date (anticipated).
- Provide a description of the change; summarize what is prompting the change (for example: a title change prompted by industry or a more accurate CIP code). Include a statement that the change will not result in significant revisions to the curriculum.
- Explain how the proposed revision will fit with the institution's mission.

- Describe the institution’s commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources). If there are resources that are needed to implement this change, please provide a description.
- Include contact information (name, title, telephone number, and e-mail address) of person other than the institution’s chief academic officer who may be contacted regarding the proposal who may be contacted regarding the proposal.

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

- Box 1: Provide name of community college.
- Box 2: Check Name/Title box or CIP Code box.
- Box 3: Provide existing title of program.
- Box 4: Provide name of existing credential (e.g. Associate of Applied Science, Certificate or Diploma).
- Box 5: Provide CIP code of existing program.

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- Box 6: Provide last term and year (e.g. Spring 2020) for granting existing degree/certificate/diploma.
- Box 7: If program title change provide new program title. If CIP code change leave blank.
- Box 8: Please leave blank.
- Box 9: If CIP code change provide CIP code of the revised program. If program title change leave blank.
- Box 10: Provide the term and year program title change or CIP code change will be initiated (e.g. Fall 2021).
- Box 11: Term and year of first graduates (e.g. Spring 2021) for program title change or CIP code change.
- Box 12: Please leave blank.
- Box 13: Provide date of approval of program title change or CIP code change by the Local Board and the State Board (anticipated date).
- Box 14: Provide information on the location of the program within the institution per guidance on SCHEV’s Cover Sheet.
- Box 15: Please provide name, title, telephone work number, and email address of person other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding the program title change and/or CIP code change (e.g. dean or program head).

**\_\_\_\_\_ Table of Contents - *completed.***

- Please include the following subheadings in the Table of Contents:
  - Narrative
  - Course Descriptions
  - Appendix (Current Curriculum and Revised Curriculum)

**\_\_\_\_\_ Narrative- *completed.***

- Include a background narrative, explanation, or summarized history of the actions that led to the proposed program title change or CIP code change. Please include when the Local Board approved the proposed change. Note: the background narrative is not the rationale to justify the proposed change, which is addressed in the next bullet below.
- Include a detailed rationale providing a justification for the proposed program title change or CIP code change.
- Provide a discussion summarizing any differences between the existing curriculum and the revised curriculum. Please reference the current curriculum and the revised curriculum in the Appendix. Please reference the course descriptions corresponding to the proposed program change that will be included in the next subsection.
- Describe the resources needed to institute the program title change or CIP code change. Include information for administration, faculty and program support. If no resources are needed please state the following: *No additional resources will be needed to implement the proposed title change or CIP code change.*

---

**Course Descriptions - *completed.***

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- Please provide the course titles, course descriptions, lecture, lab, credit hours, and prerequisites for the program-related courses in the proposed curriculum corresponding to the program title change or CIP code change.

---

**Appendix (Current Curriculum and Revised Curriculum) - *completed.***

- Please provide the current curriculum of the existing program and the revised curriculum corresponding to the program title change or CIP code change.

**Resources**

- SCHEV Documents - VCCS Intranet Website:  
<https://onvccs.sharepoint.com/teams/CourseProgramDevelopment/SitePages/Home.aspx>



## **Checklist for Program Title Change and/or CIP Code Change Career Studies Certificates Academic and Workforce Programs**

### **VCCS Guidelines**

Academic Programs requests that program title changes and CIP code revisions for career studies certificates be endorsed by the Chief Academic Officer and if the college requires Local Board approval, we ask for the date of approval. If a program title change is prompted by a significant overhaul of the curriculum, Academic Programs may assign a new VCCS program code (221-xxx-xx) as opposed to maintaining the existing program code.

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

#### **\_\_\_\_\_ Letter from the chief academic officer to Dr. Sharon Morrissey – *signed*.**

The letter should contain the following information (please note that each bullet is a separate paragraph):

- Indicate the nature of the request (program title change or CIP code change) and include existing program title, proposed program title (if program title change), credential designation (i.e. Career Studies Certificate), existing VCCS program code (i.e. 221-xxx-xx), proposed CIP code (if a CIP code change), initiation date, administrative unit, and the Local College Board approval date (if required by the college).
- Provide a description of the change; summarize what is prompting the change (for example: a title revision prompted by changes in the industry or a more accurate CIP code).

**\_\_\_\_\_ SCHEV Cover Sheet for “Revising an Academic Program Name/Title, CIP Code, or Degree Designation” – *completed*.** Please note that while this form is not submitted to SCHEV, Academic Programs needs the information to update SCHEV’s program inventory.

- Box 1: Provide name of community college.

- Box 2: Check Name/Title box or CIP Code box.
- Box 3: Provide existing title of program.
- Box 4: Provide name of existing credential (i.e. Career Studies Certificate).
- Box 5: Provide CIP code of existing program.
- Box 6: Provide last term and year (e.g. Spring 2020) for granting existing career studies certificate.
- Box 7: If program title change provide new program title. If CIP code change leave blank.
- Box 8: Please leave blank.
- Box 9: If CIP code change provide CIP code of the revised program. If program title change leave blank.
- Box 10: Provide the term and year program title change or CIP code change will be initiated (e.g. Fall 2021).
- Box 11: Term and year of first graduates (e.g. Spring 2021) for program title change or CIP code change.
- Box 12: Please leave blank.

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- Box 13: Provide date of approval of program title change or CIP code change by the Local Board (if required by the college). If Local Board approval not required please leave box blank.
- Box 14: Provide information on the location of the program within the institution per guidance on SCHEV's Cover Sheet.
- Box 15: Please provide name, title, telephone work number, and email of the Chief Academic Officer.

#### **\_\_\_\_\_ Provide a copy of the Curriculum**

This can be in the form of the bulletin copy or advising form.

#### **Resources:**

- SCHEV Documents - VCCS Intranet Website:  
<https://onvccs.sharepoint.com/teams/CourseProgramDevelopment/SitePages/Home.aspx>





## ***FORMS***

All forms in this section can be found on the shared drive (S:\Forms C&I \curriculum) folder as listed below:

	<b>FORM</b>	<b>FILENAME</b>
1.	Checklist Carer Studies Certificate	S:\ Forms C&I \curriculum\ Checklist Carer Studies Certificate
2.	Checklist Discontinue Academic Program	S:\ Forms C&I \curriculum\ Checklist Discontinue Academic Program
3.	CI Committee Transmittal Forms	S:\ Forms C&I \curriculum\ CI Committee Transmittal Forms
4.	Example of Program Announcement	S:\ Forms C&I \curriculum\ Example of Program Announcement
5.	General Education Matrix Blank 2019	S:\ Forms C&I \curriculum\ General Education Matrix Blank 2019
6.	Major Checklist Revised 07_20_23	S:\ Forms C&I \curriculum\ Major Checklist 07_20_23
7.	Major Checklist Transfer Degree Revised 07_20_23	S:\ Forms C&I \curriculum\ Major Checklist Transfer Degree 07_20_23
8.	Program Audit worksheet – Transfer Programs	S:\Forms C&I\curriculum\ Program Audit worksheet – Transfer Programs
9.	Checklist Specialization	S:\ Forms C&I \curriculum\S-pecialization Checklist.pdf
10.	Program Proposal Guidelines Checklist and Sample Table of Contents for AAS and AAA Degrees June 15_2023	Program Proposal Guidelines Checklist and Sample Table of Contents for AAS and AAA Degrees June 15_2023
11.	Program Proposal Guidelines Checklist and Sample Table of Contents for Certificates and Diplomas_June_15_2023	S:\ Forms C&I \curriculum\ Program Proposal Guidelines Checklist and Sample Table of Contents for Certificates and Diplomas_June_15_2023
12.	Program Proposal Guidelines Checklist and Sample Table of Contents for Transfer Degrees_June_15_2023	S:\Forms C&I\Program Proposal Guidelines Checklist and Sample Table of Contents for Transfer Degrees_June_15_2023
13.	Program Proposal Template for Certificates and Diplomas_Jan_16_2021	S:\Forms C&I\Program Proposal Template for Certificates and Diplomas_Jan_16_2021
14.	Program Title and CIP Code Change Checklist for Degrees_Certificates_Diplomas_June_15_2023	S:\ Forms C&I \curriculum\ Program Title and CIP Code Change Checklist for Degrees_Certificates_Diplomas_June_15_2023

15.	Program Title Change and CIP Code Change Checklist for Career Studies Certificates_June_15_2023	S:\Forms C&I \curriculum\ Program Title Change and CIP Code Change Checklist for Career Studies Certificates_June_15_2023
16.	Program Audit worksheet – CTE Programs	S:\Forms C&I \curriculum\ Program Audit worksheet – CTE Programs
17.	Request to Correct Errors in Course Infor in Master Course File	S:\Forms C&I \curriculum\ Request to Correct Errors in Course Infor in Master Course File
18.	SCHEV Certification Statements_Updated2020	S:\Forms C&I \curriculum\ SCHEV Certification Statements_Updated2020
19.	SCHEV Cost and Funding Sources to Initiate and Operate the Program2020	S:\Forms C&I \curriculum\ SCHEV Cost and Funding Sources to Initiate and Operate the Program2020
20.	SCHEV Discontinuance Form_Instructions_2021	S:\Forms C&I \curriculum\ SCHEV Discontinuance Form_Instructions_2021
21.	SCHEV Intent to Discontinue an Academic Program Cover Sheet_Updated2022	S:\Forms C&I \curriculum\ SCHEV Intent to Discontinue an Academic Program Cover Sheet_Updated2022
22.	SCHEV Program Proposal Cover Sheet_Updated2022	S:\Forms C&I \curriculum\ SCHEV Program Proposal Cover Sheet_Updated2022
23.	SCHEV Title and CIP Code Revision Cover Sheet Update 2022	S:\Forms C&I \curriculum\ SCHEV Title and CIP Code Revision Cover Sheet Update 2022
24.	SCHEV-Prog-Announce-Form	S:\Forms C&I \curriculum\ SCHEV-Prog-Announce-Form
25.	SCHEV Academic Revision Cover Sheet	S:\Forms C&I \curriculum\ SCHEV Academic Revision Cover Sheet
26.	Specialization Checklist	S:\Forms C&I \curriculum\ Specialization Checklist
27.	VCCS 102 Request for New Curriculum revised August 2020	S:\Forms C&I \curriculum\ VCCS 102 Request for New Curriculum revised August 2020
28.	VCCS 104-Course Content Summary	S:\Forms C&I \curriculum\ VCCS 104-Course Content Summary
29.	VCCS Discontinuance Form 2022	S:\Forms C&I \curriculum\ VCCS Discontinuance Form 2022
30.	VCCS Form 103 (REV 0223)	S:\Forms C&I \curriculum\ VCCS Form 103 (REV 0223)

<b>Program Minimum/Maximum Credit Requirements</b>		
<i>Degree</i>	<i>VCCS Requirements</i>	<i>Ideal Credit Total (Based on Academic Audit)</i>
AA&S	60-63	60-61
AAS	65-69	65-67
Diploma	60-72	60-61
Certificate	30-59	30-35
Career Studies Certificate	9-29	

**Note:**

- A justification is needed if the program exceeds the maximum ideal credit total requirements
- Engineering total credit requirement may not exceed 72 hours

## FORMS NEEDED TO BE SUBMITTED TO CURRICULUM COMMITTEE

Specialization													
<b>New</b>	AS&R Checklist <input checked="" type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input checked="" type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input checked="" type="checkbox"/>	VCCS 102 <input checked="" type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input checked="" type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Discontinued</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input checked="" type="checkbox"/>	SHEV Discontinuation Form <input checked="" type="checkbox"/>
<b>Revised</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input checked="" type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input checked="" type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input checked="" type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
Degree													
<b>New</b>	AS&R Checklist <input checked="" type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input checked="" type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input checked="" type="checkbox"/>	VCCS 102 <input checked="" type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk if beneficial <input checked="" type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Discontinued</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCC S102 <input type="checkbox"/>	New/Need course Plans <input type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input checked="" type="checkbox"/>	SHEV Discontinuation Form <input checked="" type="checkbox"/>
<b>Revised</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input checked="" type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input checked="" type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input checked="" type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Transfer Degrees</b> Same as above unless converting a current degree then you must include a discontinuance form													
Certificate													
<b>New</b>	AS&R Checklist <input checked="" type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input checked="" type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Discontinued</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input checked="" type="checkbox"/>	SHEV Discontinuation Form <input checked="" type="checkbox"/>
<b>Revised</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) <input checked="" type="checkbox"/> If Applicable	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>

Career Studies Certificate													
<b>New</b>	AS&R Checklist <input checked="" type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Applicable <input checked="" type="checkbox"/>	Clock Hours <input checked="" type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input checked="" type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Discontinued</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Applicable <input checked="" type="checkbox"/>	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input checked="" type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Revised</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Application <input checked="" type="checkbox"/>	Clock Hours <input checked="" type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Diploma</b>													
<b>New</b>	AS&R Checklist <input checked="" type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Applicable <input checked="" type="checkbox"/>	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input checked="" type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>Discontinued</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Applicable <input checked="" type="checkbox"/>	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input checked="" type="checkbox"/>	SHEV Discontinuation Form <input checked="" type="checkbox"/>
<b>Revised</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Applicable <input checked="" type="checkbox"/>	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>New Courses-also include program documents</b>													
<b>New</b>	AS&R Checklist <input type="checkbox"/>	Transmittal <input checked="" type="checkbox"/>	Program Audit Worksheet <input type="checkbox"/>	Track sheet <input checked="" type="checkbox"/>	Recommendation from Advisory * Committee (Agenda/Minutes) If Applicable <input checked="" type="checkbox"/>	Clock Hours <input type="checkbox"/>	Curriculum Objective Matrix <input type="checkbox"/>	VCCS 102 <input type="checkbox"/>	New/Need Course Plans <input checked="" type="checkbox"/>	VCCS 103 <input checked="" type="checkbox"/>	Include Crosswalk <input type="checkbox"/>	VCCS Discontinuation Form <input type="checkbox"/>	SHEV Discontinuation Form <input type="checkbox"/>
<b>*Include if mentioned in transmittal</b>													
<b>**Must have 16 credits to be eligible to receive financial aid</b>													

Degree Awarded	NR Programs		Specializations		Certificate/Diplomas		Career Studies Certificates (CSC)*		CIP Code	
	VCCS Code	Degree Title	VCCS Code	Degree Title	VCCS Code	Title	VCCS Code 221-XXX-XX	Title		
Associate of Arts & Sciences (AA&S) Transfer Degrees	216	Business Administration							24.0101 Liberal Arts & Sciences / Liberal Studies	
	624	Education								
	650	Liberal Arts								
	697	General Studies	697-01	General Studies Computer Science						
			697-02	Fine Arts						
			697-03	Visual Communication Design						
	836	Engineering	836-01	Engineering Computer Science						
	881	Science								
				695	Uniform Certificate of General Studies (Cert)			24.0199 Liberal Arts & Sciences, General Studies & Humanities, Other		
Associate of Applied Science (AAs) Career/Technical Education Degrees	203	Accounting					203-01	Accounts Receivable/Payable	52.0399 Accounting & Related Services, Other	
							203-04	Accounting/Keyboarding		
							203-05	Cost Accounting Clerk		
							203-06	Payroll Clerk		
					202	Accounting (Cert)				
	212	Business Management					212-14	Human Resource Practices	52.0299 Business/ Managerial Operations, Other	
							212-04	Management Practices		
	298	Administrative Support Technology	298-02	Medical Administrative Support			298-01	Administrative Assistant	52.0499 Business Operations Support & Secretarial Services, Other	
			298-03	Paralegal Administrative Support						
					292	Word Processing (Cert)				
							260-01	Paralegal Assistant		22.0302 Legal Assistant/ Paralegal
	729	Engineering Design Technology					729-01	Engineering Design Technology	15.1302 CAD/CADD Drafting and/or Design Technology/ Technician	
	299	Information Technology	299-02	IT Network & Technical Support			299-01	IT-Software Design	11.0101 Computer & Information Sciences, General	
299-12			IT Stack			299-08	IT-Foundations			
299-10			IT Cyber Security							
299-11			IT Cloud Computing							

Degree Awarded	NR Programs		Specializations		Certificate/Diplomas		Career Studies Certificates (CSC)*		CIP Code	
	VCCS Code	Degree Title	VCCS Code	Degree Title	VCCS Code	Title	VCCS Code 221-XXX-XX	Title		
Associate of Applied Science (AAs) Career/Technical Education Degrees	464	Police Science					400-45	Foundations of Criminal Justice	43.0103 Criminal Justice/ Law Enforcement Administration	
	405	Forensic Science							43.0106 Forensic Science & Technology	
	480	Human Services	480-01	Early Childhood Development						51.1599 Mental & Social Health Services & Allied Professions, Other
					469	Human Services (Cert)				
					632	Early Child Development (Cert)				19.0709 Child Care Provider/ Assistant
								636-04	Child Development	
								636-05	Child Development: Infant & Toddler	
	156	Nursing							51.3801 Nursing- Registered Nurse Training (RN, ASN, BSN, MSN)	
					157	Practical Nursing (Cert)		157-04	Nurse Aide	51.3901 Licensed Practical/ Vocational Nurse Training (LPN, LVN, Cert. Dipl., AAS)
								190-01	Health Professions Preparations	51.0999 Allied Health Diagnostic, Intervention, and Treatment Professions, Other
	941	Electrical Engineering Technology						941-01	Electricity	15.0303 Electrical, Electronic & Communications Engineering Technology/ Technician
								941-05	Electrical-Construction Technology	
								941-06	Practical Electronics Technician-I	
								941-07	Practical Electronics Technician-II	
732-00								IT Network		
732-09								Cybersecurity		
732-08								Cybersecurity and Networking Foundations - I		
732-14	Cybersecurity and Networking Foundations - II									
981	Electronics Technology								47.0105 Industrial Electronics Technology/ Technician	
938	Instrumentation & Control Automation Technology						938-02	Computerized Numerical Control	47.0105 Industrial Electronics Technology/ Technician	



Degree Awarded	NR Programs		Specializations		Certificate/Diplomas		Career Studies Certificates (CSC)*		CIP Code
	VCCS Code	Degree Title	VCCS Code	Degree Title	VCCS Code	Title	VCCS Code 221-xxx-xx	Title	
Associate of Applied Science (AAs) Career/Technical Education Degrees	950	Machine Technology			951	Machine Shop Operations (Dipl)	952-03	Basic Machine Tool Operations	48.0599 Precision Metal Working, Other
							952-04	Machine Operations	
							952-05	Machine Technology Fundamentals – I	
							952.06	Machine Technology Fundamentals – II	
							990-00	Industrial Maintenance – I	15.0699 Industrial Production Technologies/ Technicians, Other
							990-01	Industrial Maintenance – II	
					907	Auto Analysis Repair (Dipl)	909-04	Automotive Drivability	47.0604 Automobile/ Automotive Mechanics Technology/Technician
					995	Welding (Cert)	995-00	Fundamentals of Welding	48.0508 Welding Technology/Welder
							995-02	Advanced Welder	
							504-01	Visual Communication Design	5.0401 Design and Visual Communications, General
							736-10	Advanced Manufacturing – I	15.0613 Manufacturing Engineering Technology/ Technician
							736-11	Advanced Manufacturing – II	
							736-02	Mechatronics Fundamentals	
						736-03	Applied Mechatronics		
						828-10	Alternative Energy	03.0101 Natural Resources/ Conservation, General	
						903-10	Refrigeration & Air Condition	47.0201 Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/ Technician (HAC, HACR, HVAC, HVACR)	
						917-02	Construction Technology	46.0000 Construction Trades, General	

Degree Awarded	NR Programs		Specializations		Certificate/Diplomas		Career Studies Certificates (CSC)*		CIP Code
	VCCS Code	Degree Title	VCCS Code	Degree Title	VCCS Code	Title	VCCS Code 221-xxx-xx	Title	
Associate of Applied Science (AAs) Career/Technical Education Degrees							285-01	Medical Office Assistant	51.0799 Health & Medical Administrative Services, Other
							152.00	Medical Coding Foundations – I	51.0707 Health Information/Medical Records Technology/Technician
							152.01	Medical Coding Foundations – II	
							820-04	Practical Electrical Energy Technician – I	15.0599 Environmental Control Technologies/Technicians, Other
							820-05	Practical Electrical Energy Technician – II	
							968-78	Engineering Design Fundamentals – I	15.0000 Engineering Technology, General
							968-79	Engineering Design Fundamentals – II	
							942-01	Practical Electrical Technician – I	46.0302 Electrician
							942-02	Practical Electrical Technician – II	
							810-01	Unmanned Systems	49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General

**NOTE:** The VCCS code for all Career Studies Certificates (CSC) begins with 221

**PROGRAM TOTALS:**

AA&S Degrees-	6	Diplomas-	2
AA&S Specializations-	4	Certificates-	7
AAS Degrees-	12	Career Studies Cert.-	52
AAS Specializations-	7		



**VCCS Policy Manual**  
**Section 5 Educational Programs**

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## **Section 5 - Educational Programs**

### **Part I: Academic Programs**

#### **5.0 Types of Programs (see also, Section 2-A) (SB)**

In determining the curricula and programs to be offered in each college under the jurisdiction of the State Board, the State Board shall take cognizance of the varying needs of the communities served through the Virginia Community College System and the substantiated requests of interested local governing bodies, employers, and individuals. These programs shall include, but not be limited to, the following:

##### **5.0.0 Career/Technical Education**

Career/technical education programs shall be designed to meet the increasing demand for technicians, semiprofessional workers, apprentices, and skilled crafts persons for employment in industry, business, the professions, and government. These programs normally require two years or less of training beyond high school. They may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curricula shall be planned primarily to meet the needs for workers in the region being served by the community college, but the State Board may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs. See Section 5.1.0 for types of career/technical curricula.

##### **5.0.0.1 G3 Program**

Pursuant to § 23.1-2911.2, the G3 Program provides financial assistance from the Get Skilled, Get a Job, Give Back Fund to low-income and middle-income Virginia students who are enrolled in an educational program that leads to an occupation in a high-demand field. The System shall consult with the Virginia Board of Workforce Development, SCHEV, and Senate and House staffs to make recommendations for additions to or deletions of approved "high-demand fields."

G3 programs may be at the career studies certificate, certificate, diploma, or AAS degree level or may be workforce programs that do not award credit. Colleges should, whenever feasible, deliver programs as short-term certificates that are stackable into associate of applied science degree programs. State Board approval is required for a college to offer a program as G3 eligible.

The System in consultation with each VCCS college shall submit to SCHEV a report with data from the previous fiscal year on student participation in and completion of G3 programs no later than September 1.

##### **5.0.1 College Transfer Education**

College transfer programs shall include courses the first two years of a baccalaureate program in arts and sciences and preprofessional programs meeting standards acceptable for transfer to baccalaureate degree

programs. These programs shall be of equal content and quality to those provided in the four-year, degree-granting institutions to facilitate the transfer of students from the community college to four-year colleges and universities. See Section 5.1.0 for types of college transfer curricula.

## 5.0.2 General Education

5.0.2.0 Associate degree programs provide a coherent, shared experience for students to develop the general education core competencies expected of them as college-educated individuals. General education, as an integrated and cohesive whole, provides the educational foundation necessary to promote intellectual and personal development. Upon completion of the associate degree, graduates of Virginia's Community Colleges will demonstrate competency in student learning outcomes (SLOs) determined and assessed by each college in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication.

Collectively, these general education core competencies distinguish graduates of Virginia's Community Colleges as individuals with a breadth of knowledge, skills, and abilities needed to pursue further education and their careers, continue to develop as learners, and contribute to the well-being of their communities. The six competencies are defined in policy with aspirational statements of learning goals for graduates. Each community college will determine and assess specific learning outcomes based on the definitions and aspirational statements.

5.0.2.1 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.

5.0.2.2 Each college with the Virginia Community College System will be responsible for identifying appropriate learning outcomes relative to each of the six general education core competencies defined above, and for assessing those outcomes in accordance with SACSCOC accreditation standards and SCHEV policy.

### 5.0.3 Developmental Programs

Developmental or preparatory programs shall be offered to prepare individuals for admission to the college transfer programs and the career/technical programs in the community college. These developmental programs shall be designed to develop the basic skills and understandings necessary to succeed in other community college programs. Colleges shall not enroll public or private high school students or homeschooled students in developmental courses.

### 5.0.4 Workforce Development Programs

Workforce Development Programs help Virginia businesses and industries to be globally competitive by supporting the economic development goals of the Commonwealth and local governments. Such programs may provide credit and non-credit customized training, general education and special skill building programs, and services such as organizational consulting, applicant assessment, career placement or any related service within the capabilities and financial resources of each college individually, collectively or with external partners.

#### 5.0.4.0 FastForward

FastForward is an accelerated workforce program that provides financial assistance to Virginians as they train to earn industry credentials and certifications for the most in-demand jobs across the Commonwealth. FastForward programs are funded under the New Economy Workforce Credential Grant Program (§23-38.10:15 of the Code of Virginia). FastForward programs do not award credit initially, but they should be reviewed and assessed for the awarding of credit for prior learning for students who return to a college to further their education in career studies certificate, certificate, and associate degree programs.

FastForward shall be used to assist Virginians who intend to enter the workforce within a short period of time after program completion.

All VCCS colleges have the authority to offer FastForward programs. These may be offered in partnership with high schools, but colleges are not required to do so.

#### 5.0.4.2.1 Approval as FastForward Program

Programs must be approved by the State Board for Community Colleges before colleges may receive FastForward grant funds through the Workforce Credential Grant Program.

To be approved, programs must lead to credentials that:

- include technical and occupational skills identified as necessary for performing functions of an occupation based on standards developed or endorsed by employers;
- are recognized by multiple employers, educational institutions, and across geographic areas where appropriate;
- are competency-based;
- are validated by a third party to assure relevance in the workplace; and
- are reviewed to see if completers course be eligible for prior learning.

Where possible, credentials should be part of a career pathways framework and include stackable credentials that lead to a high-level industry-recognized credential or a postsecondary degree.

#### 5.0.4.2.2 FastForward Student Eligibility and Expectations

FastForward students must:

- a. be domiciled in Virginia;
- b. plan to enter the workforce after completing the Fastforward program or upon graduation from high school;
- c. no longer be in high school or be a high school senior meeting all requirements to graduate on time as determined by the student's school division;
- d. have documented permission of a parent or guardian if under the age of 18;
- e. meet any age requirements for employment in the target industry at the time of program completion or high school graduation, whichever is later;
- f. be responsible for one third of the cost of the program; and
- g. meet all other regulatory requirements related to course and credential completion.

#### 5.0.4.2.3 Instructors

FastForward Instructors are employed by the sponsoring college even if a FastForward program is offered at a high school.

#### 5.0.5 Continuing Adult Education

Adult education programs shall be offered to enable adults to continue their learning experiences. This may include both credit and non-credit work.

#### 5.0.6 Community Services

Community services include various programs and activities that provide public service to the citizens and organizations of the region. This service includes programs such as cultural events, workshops, meetings, lectures, conferences, seminars, and special community projects which are designed to provide needed cultural and educational opportunities for the citizens of the region.

### 5.1 Curricula

#### 5.1.0 Curricular Design for Degrees (SB)

The State Board shall establish minimum standards and shall authorize community colleges to award appropriate associate degrees, to individuals who satisfactorily complete course and program requirements. The VCCS defines five types of degrees. Degrees may include one or more 'Majors,' or 'Specializations.' The minimum requirements for associate degrees are outlined in Table 5-1 below. The degrees are organized into those primarily designed for college transfer or immediate career/technical employment.

##### College Transfer Education

Associate of Arts (AA)  
Associate of Fine Arts (AFA)  
Associate of Science (AS)  
Associate of Arts and Sciences (AA&S) Since this degree is being phased out, no new students will be placed in any AA&S degree as of Fall 2025.

##### Career/Technical Education

Associate of Applied Arts (AAA)  
Associate of Applied Science (AAS)



**Table 5-1**  
**Minimum Requirements for**  
**Associate Degrees in the VCCS**

	<b>Minimum Number of Semester Hour Credits</b>			
	<b>(1)</b> <b><u>AA</u></b>	<b>(2)</b> <b><u>AS</u></b>	<b>(3)</b> <b><u>AFA</u></b>	<b>(4)</b> <b><u>AAA/</u></b> <b><u>AAS</u></b>
<b>General Education:</b>				
Communication	6 <sup>(a)</sup>	6 <sup>(a)</sup>	6 <sup>(b)</sup>	3-6
Humanities/Fine Arts/Literature	6 <sup>(c)</sup>	6 <sup>(c)</sup>	3-9	3-6
Social/Behavioral Sciences	6 <sup>(d)</sup>	6 <sup>(d)</sup>	3-9	3-6
Natural Sciences	4	4-8	4	0-6 <sup>(e)</sup>
Mathematics	3	3-6	3	0-6 <sup>(e)</sup>
Institutional Specific General Education Courses	5-6	5-6	0	0
Total for General Education =	30-31	30-38	19-28	15 <sup>(g)</sup>
<b>Other Requirements for Associate Degrees:</b>				
Student Development	1-2	1-2	1-2	1-2
Transfer Core <sup>(f)</sup> (columns 1-3) Career/technical courses (column 4)	27-32	20-32	34-43	43-53
<b>Total for Degree =</b>				
	<b>60-63</b>	<b>60-63<sup>(h)</sup></b>	60-63	<b>60-69<sup>(h)</sup></b>

Notes:

- (a) Each of the courses in communication must be in written communication.
- (b) One course in humanities/fine arts for the Fine Arts major must be a literature course.
- (c) Each of the two courses cannot be from the same discipline area (e.g. humanities).
- (d) One course in social/behavioral sciences must be a history course and the second required course cannot be history.
- (e) A total of 3-6 semester hours is required in either natural sciences and/or mathematics for the AAA and AAS.
- (f) Transfer core includes additional general education and/or major courses.
- (g) As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.
- (h) See Policy 5.1.0.0.3.6 for exceptions to the total credits allowed.

5.1.0.0.0 Degree Program

A degree program is a coherent curriculum comprised of 100- and 200-level courses leading to the award of an associate degree; is identified by a six-digit CIP code used for reporting purposes to external agencies and in the SCHEV Degree and Certificate inventory; and is listed on the student's diploma and academic record. CIP Codes are assigned by the System Office and are consistent for a given degree program offered at any VCCS college.

5.1.0.0.1 Major

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

5.1.0.0.2 Specialization

A specialization is an area of concentration within an approved AAA or AAS degree, varying from the parent major by 9-15 credit hours.

5.1.0.0.3 Common Curricula

A common curriculum is a set of courses leading to a degree or certificate that has been developed by a statewide faculty group. (See Section 5.2 for policy on development of common curricula.) Such curricula may be established for transfer or career-technical programs. If a common curriculum exists, it will be posted to the VCCS intranet maintained by Academic and Workforce Programs Unit, VCCS System Office, and followed by all colleges that offer the program.

5.1.0.0.4 Requirements for Associate Degree Programs

#### 5.1.0.0.4.1 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)

#### 5.1.0.0.4.2 Faculty Preparation

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

#### 5.1.0.0.4.3 Written Communication Requirement

All associate degree programs must include at least one course in English composition.

#### 5.1.0.0.4.4 Student Development Requirement

Degree programs must include at least one student development course.

#### 5.1.0.0.4.5 Prerequisites

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

#### 5.1.0.0.4.6 Credit Ranges for Degree Programs

The credit range for AA, AFA, and AS degrees is normally 63-63 semester credit hour credits. However, the credit range for engineering programs is 60-72 semester hour credits. The credit range for AAA and AAS programs, including nursing, is 60-69, credits. 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.

#### 5.1.0.0.5 Technical Studies

The AAS in Technical Studies provides flexible alternatives for meeting student and employer needs and features a flexible curriculum design to meet specific educational and employment goals. The curriculum will be approved by the Chief Academic Officer or designee to ensure a coherent plan of study.

#### 5.1.1 Curricular Design for Diploma and Certificate Programs (SB)

The State Board shall establish minimum standards and shall authorize community colleges to award appropriate diplomas and certificates to individuals who satisfactorily complete course and program requirements. The diploma and certificate curricula shall differ from associate degree curricula in that they may be presented at a different educational level. These credentials are recognized as College Transfer and Career/Technical programs.

##### College Transfer Education

Uniform Certificate of General Studies (UCGS)

##### Career/Technical Education

Diploma  
Certificate  
Career Studies Certificate

#### 5.1.1.0 Uniform Certificate of General Studies (UCGS)

The Uniform Certificate of General Studies is a one-year curriculum of study that consists of 30-32 semester hours where all courses shall be transferable and satisfy a lower-division general education requirement at any public institution of higher learning, except as approved by the State Council of Higher Education for Virginia. The courses in the UCGS may satisfy the general education requirement without having a specific course equivalent at the receiving institution. All colleges must offer the UCGS. Each VCCS college shall offer at least one course in each category of each block of the UCGS, chosen from the UCGS Course Roster posted to the State Council of Higher Education for Virginia (SCHEV) website. Only courses completed with a "C" or better after May 2020 may be applied to the UCGS.

##### 5.1.1.0.1 Passport

The Passport, a milestone within the UCGS, is a subset of courses consisting of 16 semester hours. All colleges must offer the Passport. Each VCCS college shall offer at least one course in each block of the Passport, chosen from the Passport Course Roster posted to the SCHEV website. Only courses completed with a "C" or better after May 2020 (copied from the 12.6.21 Passport course roster posted to SCHEV Policy) or later may be applied to the Passport.

#### 5.1.1.1 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.

#### 5.1.1.2 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.

#### 5.1.1.3 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.

**Table 5-2  
Minimum Requirements for  
Diplomas, Certificates, and Career Studies Certificates**

	<b>Diploma</b>	<b>Certificate</b>	<b>Career Studies Certificate</b>
<b>Definition</b>	A two-year curriculum with an emphasis in a career/technical area	A curriculum that consists of a minimum of 30 semester credit hours	A program of study of not less than 9 nor more than 29 semester credit hours
<b>Course Requirements</b>	May include any appropriate courses numbered 10-299	May include any appropriate courses numbered 10-299	May include any appropriate courses numbered 10-299
<b>General Education Requirements</b>	A minimum of fifteen percent (15%) of credit hour	A minimum of fifteen percent (15%) of credit hour	There are no general education requirements.

	requirements shall be in general education, including 1 three-credit English course.	requirements shall be in general education, including 1 three-credit English course.	
<b>Graduation Requirements</b>	<p>Policy 5.1.2</p> <ul style="list-style-type: none"> <li>• 25% of credit hours must be taken at home institution.</li> <li>• 2.0 GPA</li> <li>• Graduation honors eligible</li> </ul>	<p>Policy 5.1.2</p> <ul style="list-style-type: none"> <li>• 25% of credit hours must be taken at home institution.</li> <li>• 2.0 GPA</li> <li>• Graduation honors eligible</li> </ul>	<p>Policy 5.1.2</p> <ul style="list-style-type: none"> <li>• 25% of credit hours must be taken at home institution.</li> <li>• 2.0 GPA</li> <li>• Not eligible for graduation honors</li> </ul>
<b>Approval</b>	State Board for Community Colleges	Chancellor	Local College Board

#### 5.1.2 Graduation Requirements (SB)

Each college shall ensure that students who receive associate degrees, diplomas, certificates or career studies certificates have completed the established graduation requirements.

To be eligible for graduation with an associate degree, diploma, certificate, or career studies certificate from a Virginia community college, students must:

- a. Fulfill all of the course and credit-hour requirements of the curriculum with at least 25% of credit semester hours acquired at the college granting the award;
- b. Be certified by an appropriate college official for graduation;
- c. Earn a grade point average of at least 2.0 in all studies attempted which are applicable toward graduation in their curricula;
- d. Meet any other competency requirements established by the local college; and
- e. Resolve all financial obligations to the college and return all library and college materials.

#### 5.1.2.0 Credits Applicable to Second Degree, Diploma, or Certificate (SB)

In awarding students an additional degree, diploma, certificate, or career studies certificate, the college may grant credit for all completed applicable courses which are requirements of the additional degree, diploma, certificate, or career studies certificate. However, the awards must differ from one another by at least 25% of the credits.

### 5.1.3 Graduation Honors (SB)

Students who have fulfilled the requirements of degree, diploma, or certificate programs (with the exception of career studies certificates), are eligible for graduation honors.

Appropriate honors based upon scholastic achievements are recorded on the student's permanent record as listed below:

<u>Minimum Cumulative Grade Point Average</u>	<u>Honor</u>
	Cum laude (with honor)
3.2	Magna cum laude
3.5	(with high honor)
3.8	Summa cum laude (with highest honor)

### 5.1.4 Signatures on Awards (SB)

The signatures of the Chancellor of the VCCS, the President of the College, the Chair of the State Board, and the Chair of the College Board shall appear on the degrees, diplomas, certificates, and career studies certificates awarded to students in the VCCS.

### 5.1.5 Reissuance of Diplomas (SB)

VCCS colleges have the authority to issue replacement degrees, diplomas, certificates, and career studies certificates previously awarded to students. Signatures of current college officials may be used on reissued diplomas.

5.1.5.1 Diplomas will be reissued upon the graduate's request provided the graduate does not have any outstanding debt to the college, in which case, no diplomas will be re-issued until the debt is fully satisfied. However, if a bankruptcy court has issued an automatic stay preventing the collection of pre-bankruptcy petition debts at that time, or has discharged a student loan that the graduate had, then the outstanding debt may not be used as a basis for denying the request for a diploma reissuance. (Colleges may wish to consult with System Counsel if confronted with a bankruptcy issue.) The policies and procedures for requesting a reissued diploma shall be clearly stated on each college's website. Colleges may charge a fee for reissuing diplomas.

### 5.1.6 Honorary Degrees (SB)

The State Board authorizes the individual colleges to award honorary associate degrees of humane letters to individuals who have contributed significantly to

the awarding college or the VCCS. Individuals are not eligible for this award if they are currently employed by the college, serving on the local College Board, or serving on the State Board for Community Colleges at any time between the date of the local College Board approval and the actual receipt of this award. A separation from such employment or service of at least one month is a prerequisite for eligibility. Recommendations for such honorary degrees shall be made to the Chancellor and to the State Board and approval granted by the Chancellor and State Board prior to the award being made.

#### 5.1.7 Posthumous Awards (SB)

The State Board authorizes individual colleges to confer posthumous awards, including degrees, diplomas and certificates, for students. Criteria for these awards shall be determined by individual institutions.

### **5.2 Development of Programs and Courses (SB)**

Curricula generally shall be originated by the colleges. 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.

#### 5.2.0 Review and Approval Procedures for New Programs (SB)

A new or modified degree program that includes content in a discipline or field not currently offered by the institution requires approval as a new degree program with a separate CIP code. Curriculum changes that result in a degree program that shares fewer than 25% of its courses (excluding the general education core) with an existing program require approval of a new degree program. VCCS approval is not required for new or modified specializations. Procedures for the review and approval of degrees, majors, specializations, diplomas, certificates, career studies certificates, and courses are outlined in Table 5-3. These procedures are to be followed by all colleges in the VCCS.

##### 5.2.0.0 Review and Approval of Transfer Programs

Any VCCS college with full-time faculty in the primary discipline may offer any of the programs on the roster of AA and AS degree programs and CIP codes approved by the State Council of Higher Education for Virginia. Colleges shall use a modified process for State Board approval of these programs but will not be required to seek State Council approval.

If a college wishes to offer a new degree program or major in an area for which there is a Transfer Virginia common curriculum, the new program shall align with the Transfer Virginia curriculum.

If a college with full-time faculty in the primary discipline wishes to offer a new AA or AS degree program that does not correspond to one of the approved CIP codes, the college must complete a comprehensive program proposal for State Council approval.



Colleges must complete a full program proposal to offer an Associate of Fine Arts program even if the program has been approved for another VCCS college. Colleges must use the format provided on the VCCS intranet maintained by Academic and Workforce Programs Unit, VCCS System Office.

**Table 5-3**

**Review & Approval of Transfer Degree Programs and Majors**

Key	Action			
	AA or AS Program	AFA	Majors	
R = Review/Recommend A = Approve N = Notification/Reported To				
	New to the College but on SCHEV List of Approved AA and AS Programs	Not on SCHEV List of Approved AA and AS Programs		
<b>Local Level</b>				
College Curriculum Committee	R	R	R	R
College Administration	A	A	A	A
College Board	A	A	A	A
<b>State Level</b>				
VCCS AWP Staff	R	R	R	R
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R	R	R
State Board for Community Colleges	A	A	A	A
SCHEV Staff	R	R	R	-
State Council	N	A	A	-
<b>Regional Accreditation</b>				
SACCOC	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>
<sup>1</sup> Colleges should adhere to current SACSCOC guidelines for substantive change.				

### 5.2.0.1 Review and Approval of Career/Technical Programs

Colleges that wish to offer a new career/technical program must complete a program proposal using the format provided on the VCCS intranet maintained by the Academic and Workforce Programs Unit, VCCS System Office.

**Table 5-4**

**Review & Approval of Career/Technical Programs**

Key	Action					
R = Review/Recommend A = Approve N = Notification/Reported To	Degree (AAA, AAs)	Major	Specialization	Diploma	Certificate	Career Studies Certificate
<b>Local Level</b>						
Curriculum Advisory Committee	R	R	R	R	R	R
College Curriculum Committee	R	R	R	R	R	R
College Administration	A	A	A	A	A	A
College Board	A	A	A	A	A	A
<b>State Level</b>						
VCCS AWP Staff	R	R	N	R	A	N
Chancellor					A/N <sup>2</sup>	
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R	-	R	R	-
State Board for Community Colleges	A	A	-	A	A/N <sup>2</sup>	-
SCHEV Staff	R	-	-	R	R	-
State Council	A	-	-	N	N	-
<b>Regional Accreditation</b>						
SACSCOC	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>	A/N <sup>1</sup>
<sup>1</sup> Colleges should adhere to current SACSCOC guidelines for substantive change. <sup>2</sup> Original requests must be approved; additional colleges' requests need only be reported.						

### 5.2.1 Discontinuance of Programs (SB)

Procedures for the discontinuance of degrees, majors, specializations, diplomas, certificates, career studies certificates, and courses are outlined in Tables 5-5 and 5-6. These procedures are to be followed by all colleges in the VCCS and information on their implementation is available from the Academic and Workforce Programs Unit, VCCS System Office.

**Table 5-5  
Discontinuance of Transfer Degree Programs and Majors**

Key	Action	
	Degrees (AA,AS,AFA)	Majors
R = Review/Recommend A = Approve N = Notification/Reported To		
<b>Local Level</b>		
College Curriculum Committee	R	R
College Administration	A	A
College Board	A	A
<b>State Level</b>		
VCCS AWP Staff	R	R
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R
State Board for Community Colleges	A	A
SCHEV Staff	N	-
State Council	N	-
<b>Regional Accreditation</b>		
SACSOC	A/N	A/N

**Table 5-6**

**Program Discontinuance of Career/Technical Programs**

Key	Action					
	Degree (AAA, AAS)	Major	Specialization	Diploma	Certificate	Career Studies Certificate
R = Review/Recommend A = Approve N = Notification/Reported To						
<b>Local Level</b>						
Curriculum Advisory Committee	R	R	R	R	R	R
College Curriculum Committee	R	R	R	R	R	R
College Administration	A	A	A	A	A	A
College Board	A	A	A	A	A	A
<b>State Level</b>						
VCCS AWP Staff	R	R	N	R	R	N
Academic, Workforce Development, and Student Affairs Committee of the State Board	R	R	-	R	-	-
State Board for Community Colleges	A	A	-	N	N	-
SCHEV	N	-	-	N	N	-
State Council	N	-	-	N	N	-
<b>Regional Accreditation</b>						
SACSOC	A/N	A/N	A/N	A/N	A/N	A/N

5.2.2 Review of Programs

Institutions must review academic programs on a regular basis, as outlined in Section 8.2.1.0.

Student learning outcomes in all degree programs and majors must be assessed systematically.

5.2.3 Course Listing in Master Course File (C)

All courses approved for the VCCS shall be listed in the Master Course File. Colleges must use the approved course title, credits, and description listed in the Master Course File.

**Table 5-7**

**Review and Approval of Course Revisions and New Courses**

Key	Action
R = Review/Recommend A = Approve N = Notify/Report to	
<b>Local Level</b>	
Curriculum Advisory Committee	R <sup>1</sup>
College Curriculum Committee	R
College Administration	A
College Board	-
<b>State Level</b>	
Colleges offering the Course to be Revised or with the Discipline for New Course	R <sup>2</sup>
Deans' Course Review Committee	R
VCCS AWP Staff	A
<sup>1</sup> Required for CTE courses only. <sup>2</sup> Required only for course development through a statewide standardization process such as Transfer Virginia	

Courses shall be inactivated in the Master Course File when they have not been offered in the System for a three-year period, or for other justifiable causes. The System Office will generate a list of potential course inactivations every two years during the summer, and will notify colleges of intended inactivation to occur on year thereafter.

**5.2.4 Local Curriculum Advisory Committees (SB)**

Local advisory committees must be consulted for the establishment and review of all career/technical degree and stand-alone certificate programs. These committees shall be appointed by the community college president with the approval of the local college board. (See Section 2-A, IX.E., this Manual.)

#### 5.2.5 Curricular Offerings (SB)

Approved curricular offerings shall be included in the college catalog and contain, as a minimum, the following elements of information:

##### Curriculum Description

- a. Curriculum title (as approved by VCCS);
- b. Type of award (degree, diploma, certificate, career studies certificates);
- c. Normal length of the curriculum (number of semesters/terms);
- d. Purpose and curricular objectives;
- e. Admission requirements;
- f. Special program or graduation requirements;
- g. Listing of required courses; and
- h. Total minimum credits.

#### 5.2.6 Development of Common Curricula in Career/Technical Education Programs

The Common Curricular framework provides faculty in the VCCS with the opportunity to work in partnership to develop new curricular content in career/technical education, which includes the career studies certificate, certificate, diploma, associate of applied arts, and the associate of applied science.

A Common Curriculum Committee shall be established by the VCCS Senior Vice Chancellor for Academic and Workforce Programs when there is interest in developing a common curriculum in a career/technical education program. The membership of the Committee shall include, whenever possible, one full-time faculty member representing each college offering or desiring to offer the curriculum, two academic vice presidents, and two academic deans. When appropriate, the VCCS Senior Vice Chancellor for Academic and Workforce Programs may appoint external representatives to serve on the committee.

The Common Curriculum Committee shall develop career/technical education programs in a manner that is responsive to the core needs of the Commonwealth of Virginia, while allowing for flexibility to meet the varying needs of the communities served. The committee may elect to designate all of a curriculum as common but may also elect to create options within a curriculum to allow for flexibility to meet local workforce needs.

The plan of study developed by the Common Curriculum Committee shall be implemented by community colleges offering or desiring to offer the program. Each college shall follow procedures outlined in Table 5-3 for adoption and implementation of the curriculum. Content created through a Common Curriculum Committee shall be designated as such in college catalogs.

#### 5.2.7 Maintenance of Common Curricula in Career/Technical Education Programs

Common curricula in career/technical education shall be supported by a Common Curriculum Standing Committee, which is responsible for ensuring the currency and viability of the curriculum. The membership of the committee shall

include, whenever possible, one full-time faculty member representing each college offering the program, two academic vice presidents, and two academic deans. The committee will revise the curriculum as needed and will consider as applicable changes to the curriculum to allow for flexibility to meet local workforce needs. Participating colleges shall present the committee's curricular revisions for approval in conjunction with the institution's local curriculum approval process. The Common Curriculum Standing Committee shall meet as needed, and convened by the VCCS Director of Academic Programs and Policies.

#### 5.2.8 Development of Common Curricula Transfer Programs

The Common Curricular framework provides faculty in the VCCS with the opportunity to work in partnership with faculty in Virginia's four-year public institutions to develop curricular content in college transfer education, which includes the associate of arts, associate of science, and the associate of fine arts. The curriculum is designed to transfer to Virginia four-year institutions that offer the target baccalaureate program.

A Common Curriculum Committee shall be established by the VCCS Senior Vice Chancellor for Academic and Workforce Programs or designee when there is interest in developing a common curriculum in a transfer education program. The membership of the Committee shall include, whenever possible, one full-time faculty member within a given transfer discipline representing each college offering or desiring to offer the curriculum. The Committee shall confer with four-year discipline faculty on the proposed curriculum to ensure that the curricular content aligns with the first two years of the baccalaureate program.

The plan of study developed by the Common Curriculum Committee shall be implemented by community colleges offering or desiring to offer the program within 18 months. Each college shall follow procedures outlined in Table 5-3 for adoption and implementation of the curriculum. Content created through a Common Curriculum Committee shall be designated as such in college catalogs only when offered as a degree or a major.

#### 5.2.9 Maintenance of Common Curricula in Transfer Programs

Common curricula in college transfer education shall be supported by a Common Curriculum Committee for each transfer program, which is responsible for ensuring the currency and viability of the curriculum. The membership of the Committee shall include, whenever possible, one full-time faculty member within a given transfer discipline representing each college offering or desiring to offer the curriculum. The Committee shall confer with four-year discipline faculty on revising the curriculum to ensure that changes to the curricular content are warranted and appropriate. Participating colleges shall present the committee's curricular revisions for approval in conjunction with the institution's local curriculum approval process. The Committee shall meet every three years to review course learning outcomes, program curriculum, and transfer student preparation. The Committee will be convened by the VCCS Director of Transfer.

### 5.3 Master Course File and College Catalogs (SB)

The Master Course File is maintained by Academic and Workforce Programs Unit of the VCCS.

#### 5.3.0 Courses (C)

The Master Course File shall include the following information for each course approved for the VCCS:

- a. Course prefix and number;
- b. Course title;
- c. Course credits;
- d. Course prerequisites and corequisites;
- e. Course description;
- f. Course lecture, laboratory, and total contact hours per week.
- g. Classification of course as a Passport Transfer course or Uniform Certificate of General Studies (UCGS) Transfer course if applicable; and
- h. Course outcomes and required topics if course has been developed through Transfer Virginia or other statewide process.

Colleges shall use the course information included in the course description and, if provided, the course content summary posted to the Master Course File. Where appropriate, and as approved by the VCCS, courses may be cross listed in two or more prefixes. Course titles should indicate a clear relationship to the prefix or discipline. Course titles should not be duplicated except in sequenced courses. Abbreviations that are not universally understood, references to specific software packages, and references to licensure or certification should be avoided as part of the Master Course File. Course descriptions shall be written for system-wide use and shall contain minimum standards for content and competencies taught in the course. Colleges may supplement a course description by adding a final sentence to a course description for publication in the college's catalog and related materials to clarify content or licensures/certifications for which students are prepared. When this option is exercised, the additional sentence must align with the Master Course File course description and must be applied to all course sections at the college. Colleges may set additional prerequisites.

#### 5.3.0.0 Course Numbering System (SB)

A uniform course numbering system shall be maintained by the Academic and Workforce Programs Unit of the VCCS for all courses approved for the VCCS. The following system shall be used:

- 1-9 Developmental courses. Credits earned in these courses are not applicable toward associate degree programs; however, upon approval by the Chief Academic Officer, some developmental courses may provide credit appropriate for diploma or certificate programs.
- 10-99 Basic non-degree courses for diplomas and certificate programs. Credits earned in these courses are applicable toward



diploma and certificate programs, but will not be applicable toward an associate degree. ESL courses may also be numbered 10-99.

- 100-199 Freshman-level courses applicable toward associate degree, diploma, and certificate programs.
- 200-299 Sophomore-level courses applicable toward associate degree, diploma, and certificate programs.

#### 5.3.0.1 Course Hours (C)

The teaching and application of theoretical concepts in lectures, seminars, discussions, and other similar activities are identified as "Lecture," and the application of principles through practical training in laboratories, clinical training, supervised work experiences and other similar classes is identified as "Laboratory."

The number of lecture hours in class each week (including lecture, seminar, discussion, and other similar activities) and/or the number of laboratory, supervised study, coordinated internship, and other similar activities are indicated for each course in the course description. The numbers of lecture and laboratory hours required each week are called "contact" hours.

Distance learning courses must include the same content and deliver the same student outcomes as do the same courses taught in the classroom. Although contact hours for distance learning courses may not refer to seat time, they do still indicate the amount of course time devoted to lecture and laboratory instruction.

#### 5.3.0.2 Course Credits (C)

The credit for each course must be indicated after the title in the course description. One credit is equivalent to one collegiate semester-hour credit.

Each semester hour of credit given for a course is based on the "academic hour," which is 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks. This is a total of 750 minutes of instruction. In addition to this instructional time, appropriate evaluation will be required. If this evaluation is a final examination, a minimum of 50 minutes of evaluation time shall be scheduled for each course, not to exceed a total of 150 minutes per course. Any exception must have prior approval by the requestor's Chief Academic Officer or designee. Credits may be assigned to the activities as follows:

- a. Lecture – One academic hour of lecture (including lecture, seminar, discussion, or other similar activities) per week, generally for 15 weeks, plus the evaluation or examination period, equals one collegiate semester-hour credit.
- b. Laboratory – Two to five academic hours, depending on the discipline, of laboratory, clinical training, supervised work experience, coordinated internship, or other similar activities per

- week, generally for 15 weeks, plus the evaluation or examination period, equals one collegiate semester-hour credit.
- c. Asynchronous Distance Learning Courses – In the case of asynchronous distance learning course offerings or hybrid courses that employ a mix of traditional contact hours and learning activities with students and faculty separated by time and place, colleges must demonstrate through faculty peer review that content and competency coverage and student outcomes are equivalent to those of traditional sections of the same class. In the event the only section of the course being taught in the VCCS is an asynchronous or hybrid course, faculty peer review will be employed to confirm that content and competency coverage and student outcomes are appropriate for the course credits awarded.
  - d. General Usage Courses – Variable academic hours from one to five credits are required for general usage courses.
  - e. Variable Credits – A college may request that a course vary from the existing credit value, but by no more than one credit. Existing variable credit ranges may not be extended. Credit variability will not be approved for purposes of deleting laboratory hours or of making laboratory hours optional. General usage courses and courses numbered 1-99 are exempt from this policy.

#### 5.3.0.3 General Usage Courses (C)

General usage courses 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. 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. Variable hours per week.

##### **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.

**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.

## **5.4 Articulation (SB)**

The State Board encourages articulation between the VCCS and other institutions of higher education and will adhere to the policies established by the General Assembly and coordinated by the State Council of Higher Education.

5.4.0 Community College Courses for Teacher Certification Programs (per Agreement with the Director of the Division of Teacher Education and Certification for the Virginia Department of Education, February 23, 1968)

Institutions may provide courses requested by the Virginia Department of Education. (Individual students needing courses for certification should be advised to consult with local superintendents for prior approval.)

## 5.5 On-Campus/Off Campus Definitions (SB)

"Off-campus" sites are those more than 25 miles from the campus administering them.

## 5.6 Academic Policies

### 5.6.0 Grading System for Credit Classes (SB)

To receive any letter grade, a student must have attended at least one synchronous class meeting or the equivalent asynchronous distance learning class as defined in Policy 5.6.8 Class Attendance.

The grades A, B, C, D, P, and S are passing grades. Grades of F and U are failing grades. R and I are interim grades. Grades of W and X are final grades carrying no credit.

The quality of performance in any academic course is reported by a letter grade, the assignment of which is the instructor's responsibility. These grades denote the character of study and are assigned quality points as follows:

A - Excellent	4 grade points per credit
B - Good	3 grade points per credit
C - Average	2 grade points per credit
D - Poor	1 grade point per credit
F - Failure	0 grade points per credit
I - Incomplete	No grade point credit. The "I" grade is to be used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must (1) have satisfactorily completed more than 60% of the course requirements and attendance and (2) must request the faculty member to assign the "I" grade and indicate why it is warranted. The faculty member has the discretion to decide whether the "I" grade will be awarded. Since the 'incomplete' extends enrollment in the course, requirements for satisfactory completion shall be established through consultation between the faculty member and the student. In assigning the "I" grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relation to the total work of the course; (3) specifies the date by which the work must be completed; and (4) identifies the default (B, C, D, F, P, R, or U) based upon course work already completed. Completion dates may not be set beyond the last day of the subsequent semester (to

include summer term) without written approval of the chief academic officer of the campus. The student will be provided a copy of the documentation. Colleges will establish procedures to ensure that all "I" grades that have not been changed by the faculty member through the normal grade change processes are subsequently changed to the default grade assigned by the faculty member. An "I" grade will be changed to a "W" only under documented mitigating circumstances which must be approved by the Chief Academic Officer of the campus.

P - Pass	No grade point credit; applies only to non-developmental studies courses. Stipulations for application of the 'P' grade are outlined in Section 5.6.0.0
R - Re-Enroll	No grade point credit; the 'R' grade may be used as a grade option, in developmental and ESL courses only, to indicate satisfactory progress toward meeting course objectives. In order to complete course objectives, students receiving an "R" grade must re-enroll in the course and pay the specified tuition.
S - Satisfactory	No grade point credit. Used only for satisfactory completion of developmental studies courses and ESL courses. See Section 5.6.0.1
U - Unsatisfactory	No grade point credit. Stipulations for application of the 'U' grade are outlined in Sections 5.6.0.0, 5.6.0.1, and 5.6.0.2.
W - Withdrawal	No grade point credit. A grade of 'W' is awarded to students who withdraw or are withdrawn from a course after the add/drop period but prior to the completion of 60% of the session. After that time, the students shall receive a grade of 'F' except under mitigating circumstances which must be documented and a copy of the documentation must be placed in the students' academic files.

For purposes of enrollment reporting, the following procedures shall apply:

- a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student is removed from the class roster and no grade is awarded.
- b. After the add/drop period, but prior to completion of 60% of a session, a student who withdraws or is withdrawn from a course shall be assigned a grade of 'W'.
- c. After that time, if a student withdraws or is withdrawn from a course, a grade of 'F' shall be assigned. Exceptions to this policy may be made under mitigating circumstances; such circumstances must be documented and a copy of the documentation placed in the student's academic file. Only the chief academic officer of the campus or his/her designee

an approve an exception to this policy under mitigating circumstances.

X - Audit

Students desiring to attend a course without taking the examination or receiving credit for the course may do so by registering to audit through the usual registration process and paying the normal tuition. Permission of the division dean or another appropriate academic administrator is required to audit a course.

Audited courses carry no credit and do not count as a part of the student's course load. Students desiring to change status in a course from audit to credit or from credit to audit must do so within the add/drop period for the course.

Students who desire to earn credit for a previously audited course must re-enroll in the course for credit and pay normal tuition to earn a grade other than "X." Advanced standing credit should not be awarded for a previously audited course.

For non-credit courses, see Policy 5.11.1 Grading System for Workforce Development Non-Credit Courses.

5.6.0.0 Pass/Unsatisfactory Grading Option (SB)

Grades available under the Pass/Unsatisfactory option are 'P' and 'U.' A student under this option receives one or the other of these two grades, except where an 'R,' 'I,' or 'W' is appropriate, according to the conditions for these grades noted in 5.6.0. The pass/unsatisfactory grading option is used for non-punitive purposes. The use of this option requires the approval of the division dean responsible for the course or other designated academic administrator.

The P/U grading option may be used for an entire section of any course, but not for a single individual within a course. Pass grades are not included within GPA calculations.

5.6.0.1 Grading - Developmental Studies (SB)

A grade of 'S' (Satisfactory) shall be assigned for satisfactory completion of a developmental studies courses numbered 1-9 and ESL courses. 'S' grades are not included in grade point average calculations.

Students making satisfactory progress but not completing all of the instructional objectives for a developmental studies course (numbered 1-9) or an ESL course shall be graded with an 'R' (Re-enroll). To complete the course a student must re-enroll.

Students not making satisfactory progress in a developmental studies course or an ESL course shall be graded 'U' (Unsatisfactory). Counselors

shall recommend consultation with the instructor to determine the subsequent sequence of courses for the student who receives a grade of 'U.'

The 'I' and 'W' grades may be utilized according to conditions noted in Section 5.6.0.

#### 5.6.0.2 Grading – Student Development Courses (SB)

The method of grading in Student Development courses shall be a matter of local option, i.e., 'P' or 'U,' or the other letter grades.

#### 5.6.0.3 Grade Point Average (SB)

The grade point average (GPA) is determined by dividing the total number of grade points earned in courses by the total number of credits attempted.

##### 5.6.0.3.0 Semester Grade Point Average (SB)

Semester GPA is determined by dividing the total number of grade points earned in courses attempted for the semester by the total number of credits attempted.

##### 5.6.0.3.1 Cumulative Grade Point Average (SB)

Cumulative GPA, which includes all courses attempted, is computed each semester and is maintained on a continuing basis as a record of the student's academic standing. When students repeat a course, only the highest grade earned is counted in the computation of the cumulative GPA and for satisfying curricular requirements unless the course is designated repeatable for credit in the Master Course File or is a General Usage course. In instances of courses designated as repeatable for credit or General Usage courses, all grades/credits are counted in the computation of the cumulative grade point average. Grades of "S," "P," "U," "W," "X," and "I" shall not count as first or subsequent attempts when calculating cumulative GPA. Courses that do not generate grade points are not included in credits attempted.

##### 5.6.0.3.2 Curriculum Grade Point Average (SB)

A curriculum GPA, which includes only those courses applicable to the student's curriculum, is computed in order to ensure that the student satisfies the graduation requirement for that curriculum. When students repeat a course, only the highest grade earned is counted in the computation of the curriculum GPA.

##### 5.6.0.3.3 Grades from VCCS Colleges

GPA calculations only include grades earned at the home institution, unless specifically noted in an articulation agreement.

#### 5.6.0.4 Academic Renewal Policy (SB)

Students who return to the college after a separation of five (5) years, or more, may petition for academic renewal. The request must be in writing and submitted to the Admissions and Records Office.

If a student is determined to be eligible for academic renewal, "D" and "F" grades earned prior to reenrollment will be deleted from the cumulative and curriculum grade point average (GPA), subject to the following conditions:

- a. Prior to petitioning for academic renewal the student must demonstrate a renewed academic interest and effort by earning at least a 2.5 GPA in the first twelve (12) semester hours completed after reenrollment.
- b. All grades received at the college will be a part of the student's official transcript.
- c. Students will receive degree credit only for courses in which grades of "C" or better were earned prior to academic renewal, providing that such courses meet current curriculum requirements.
- d. Total hours for graduation will be based on all course work taken at the college after readmission, as well as former course work for which a grade of "C" or better was earned, and credits transferred from other colleges or universities.
- e. The academic renewal policy may be used only once and cannot be revoked once approved.

#### 5.6.0.5 Grades (C)

Final grades are available to students via the student information system. These final grades are a part of students' permanent record for credit activities.

Mid-semester grade reports (optional) are informational in nature and are not recorded on official transcripts.

#### 5.6.0.6 Grade Processing

The timely, accurate, and secure recording and maintenance of students' grades are essential elements of an academic records system. All colleges have the responsibility to ensure that the processes for the initial recording of grades and any subsequent grade changes provide for integrity and confidentiality in the handling of student grades.

Each college shall develop and maintain a detailed "Grades Plan" for reporting and recording initial grades and for changing existing grades. The "Grades Plan" shall address the key control points in the process, including office responsibilities, maintenance and security of any forms, and computer security.



The "Grades Plan" for each college shall minimally include statements concerning the following procedures:

- a. When initial grades and grade changes are entered on the SIS by college personnel other than the instructor of record, the grades shall be verified by an individual other than the party who entered the grade initially, to ensure that they are as assigned by the faculty on the original data entry documents. Each college shall have a transaction document or access to appropriate on-line verification that will apprise the faculty of grade changes and provide an opportunity to verify their authenticity. Each college shall utilize available SIS audit trail support to monitor appropriateness of grade change transactions.
- b. Authorization to access SIS screens that allow for the initial recording of grades and grade changes shall be limited to those with an essential need to maintain the student academic record. Approval of SIS screen access shall be by the appropriate dean with responsibility for student records.
- c. Adequate controls shall exist regarding the maintenance and security of any forms used in the grade assignment process to ensure that only appropriate personnel have access throughout the process of grade entry and change.
- d. Grade changes (i.e., A, B, C, D, F, P, R, S, and U) initiated by college personnel other than the original faculty member, and grade changes for classes taken that are over one year old shall be reviewed and approved by a Chief Academic Officer. Colleges should follow VCCS Policy Manual, Section 5.6.0. (Grading System) in regard to grades of W and I.
- e. The college shall provide for periodic internal written reviews of the "Grades Plan" to ensure compliance with the plan and to determine if any revisions should be made to the plan.

#### 5.6.1 Examinations (SB)

Students shall be expected to take examinations at the regularly scheduled times. No exceptions shall be made without the permission of the Chief Academic Officer, or another appropriate academic administrator, and the instructor of the course.

#### 5.6.2 Withdrawal from a Course (SB)

A student may withdraw from a course without academic penalty during the first 60% of a session. For purposes of enrollment reporting, the following procedures shall apply:

- a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student is removed from the class roll and no grade is awarded.
- b. After the add/drop period, but prior to completion of 60% of a session, a student who withdraws or is withdrawn from a course shall be assigned a grade of 'W'.

- c. After that time, if a student withdraws or is withdrawn from a course, a grade of 'F' shall be assigned. Exceptions to this policy may be made under mitigating circumstances; such circumstances must be documented and a copy of the documentation placed in the student's academic file.

A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of withdrawal, or that the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

### 5.6.3 Repeating a Course (SB)

Credit courses that are designated as repeatable for credit in the Master Course File or are identified as General Usage courses in the Master Course File may be repeated for credit. (General Usage courses: 90-190-290; 93-193-293; 95-195-295; 96-196-296; 97-197-297; 98-198-298; 99-199-299.) Other than the general usage courses, only those courses designed to develop and maintain proficiency in the visual and performing arts, or to meet requirements for certification or re-certification in allied health or applied technology fields, may be designated as repeatable for credit. Students should be limited to 10 credits earned through multiple enrollments in the same course.

A student should normally be limited to two (2) enrollments in a credit course that is not designated as repeatable for credit or is not a General Usage course. Should a college wish to make an exception to this policy on a student-by-student basis, the need should be documented and approved by the college's chief academic officer or designee.

### 5.6.4 Academic Load (SB)

The normal academic course load for students is 15-17 credits. The minimum full-time load is 12 credits and the normal maximum full-time load is 18 credits excluding Student Development (SDV 100, 101, or 108). Students wishing to carry an academic load of more than 18 credits must have the approval of the Chief Academic Officer or designee. Students placed on academic warning or academic probation may be required to take less than the normal course load. No curriculum may officially list in any publication more than 18 credits per semester plus Orientation.

### 5.6.5 Waiver of Requirements (C)

Students having reason to believe that previous educational studies, training programs, or work experience may entitle them to an adjustment in the required courses in a particular curriculum should contact the Division Deans or Counselors at the college to determine procedures before registering for classes. Through subsequent interviews and tests, students may qualify for waiver of curriculum admission requirements, of course prerequisites, and of courses in a curriculum upon the recommendations of the counselor and the instructional division concerned.

Students may substitute equivalent or more sophisticated courses in the same field in any approved curriculum with the approval of the instructional division and the Chief Academic Officer or designee provided they can, by previous educational accomplishment or college administered examination, demonstrate the capability for success in the courses requested.

In addition, if students can demonstrate that previous educational study, training, work experience, or college administered examination results may entitle them to advancement in the courses required for a particular curriculum, upon request and with the approval of the instructional division and the Chief Academic Officer, they may receive advance placement and credit in the course or curriculum for which advancement was requested.

If requirements are waived, students must successfully complete other courses to compensate for the credit hours.

#### 5.6.5.0 Waiver of Credits (C)

Credits waived are those normally required course credits for a particular program which are administratively exempted. Credits waived require election of additional credit courses to compensate for the credits waived.

#### 5.6.5.0.0 Physical Education Requirement for Veterans (SB)

In accordance with Policy 5.6.5.1.e, the physical education requirements for the degree, diploma and certificate programs may be waived for veterans, and the college may grant up to 3 credits of physical education/health credits for basic military training to satisfy the physical education/health credit requirement of the veterans' curricula.

#### 5.6.5.0.1 Substitution of requirements for students with documented disabilities, covered by the Americans with Disabilities Act of 1990 (ADA) and § 504 of the Rehabilitation Act of 1973, as amended

Otherwise qualified students with documented disabilities who are, by reason of their disability, unable to complete a requirement of the program pursued by the student, with or without reasonable accommodations, may request an approved course substitution. <sup>[1]</sup>Substitutions will generally not be granted for any course that is deemed essential to the program of instruction being pursued by such student, or to any directly related licensing requirement. If requirements are waived, students must successfully complete other courses to compensate for the credit hours.

#### 5.6.5.1 Credit for Prior Learning (C)

Credit for Prior Learning is the administrative awarding of academic credit to students for subject matter competency acquired through previous academic study, nonacademic study, work experience or other nontraditional means.

Colleges may award academic credit for demonstrated student learning acquired through many means, to include but not limited to the following:

- a. Equivalent coursework satisfactorily completed at a postsecondary institution accredited by an agency recognized by the U.S. Department of Education and verified through receipt of an official transcript.
  1. Courses taken at the secondary level shall not be accepted under this policy. Skills acquired through high school experiences may be awarded credit through one of the methods listed below.
- b. Satisfactory scores on locally-developed, comprehensive challenge examination developed and evaluated by college faculty.
- c. Satisfactory scores on nationally recognized standardized examinations or college-approved external examinations. External examinations used for this purpose include but are not limited to the College Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST) of the Defense Activity for Non-Traditional Educational Support (DANTES), Excelsior Credit by Exam (ECE), the College Entrance Examination Board (CEEB), Advanced Placement (AP) program, Cambridge Advanced (A/AS) examinations, the International Baccalaureate (IB) program, and the Defense Language Proficiency Test (DLPT).

Upon receipt of official test scores, as required by Virginia Code and the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB, all Virginia community colleges shall accept a score of three (3) and higher for Advanced Placement (AP) courses, a score of four (4) or higher for higher level International Baccalaureate (IB) courses, a score of five (5) or higher for standard level International Baccalaureate (IB) courses, a score of fifty (50) or higher on CLEP courses, and scores of E or better for Cambridge Advanced (A/AS) examinations when the equivalent course is offered by the college.

- d. Occupational experience or training determined by faculty or a college-approved learning assessment service or process that student learning is at least equivalent to the course(s) in which academic credit is awarded. As applicable, when student training or an earned certification or licensure has been evaluated by sources such as the American Council on Education (ACE), the National College Credit Recommendation Service, or another college-approved organization, these evaluations may guide faculty recommendations.
- e. Military education, experience, training and credentials gained from service in the armed forces of the United States recommended for academic credit by a national higher

education association that provides academic credit recommendations when documented on a student's military transcript issued by any of the armed forces of the United States.

#### 5.6.5.1.0 Administration of Credit for Prior Learning (C)

1. The determination of such credit must be made by qualified faculty members at the institution or according to procedures and standards approved by qualified faculty ensuring that assessment procedures are appropriate for the credit awarded.
2. If documentation and interviews are used in lieu of examinations, the institution must demonstrate that these methods provide assurances of academic comparability to credit earned by traditional means.
3. At least 25 percent of the credit hours required for an undergraduate degree are earned through credit instruction offered by the institution awarding the degree.
4. In awarding credit for prior learning, the institution must:
  - a. award credit only for documented learning that aligns the prior experience to course learning outcomes;
  - b. award credit only to matriculated students;
  - c. identify such credit on the student's transcript as credit for prior learning;
  - d. adopt, describe in appropriate institutional publications, implement and regularly review policies and procedures for awarding credit for prior learning;
  - e. clearly describe and establish the validity of the evaluation process and criteria for awarding credit for prior learning;
  - f. designate a staff member or office responsible for the application of Credit for Prior Learning to student records and student records shall reflect Credit for Prior Learning and the applicable source (s) of that credit;
  - g. clearly post to current and prospective students, faculty, staff and administrators Credit for Prior Learning guidelines, policies, and procedures; and
  - h. include in college publications a statement that the college cannot guarantee the acceptance of Credit for Prior Learning by other institutions to which the student may transfer.

#### 5.6.6 Academic Standing (SB)

Students are considered to be 'in good academic standing' if they do not fall under one of the below categories. Colleges will determine appropriate actions and resources for students receiving an academic warning as well as those placed on academic probation and suspension.

##### 5.6.6.0 Academic Warning (SB)

Students who fail to attain a minimum GPA of 2.00 for any semester shall receive a notification of academic warning to inform them they are at risk of incurring negative academic standings in subsequent terms. Academic warning is not an official standing.

##### 5.6.6.1 Academic Probation (SB)

Students who fail to maintain a cumulative GPA of 1.50 shall be on academic probation until such time as their cumulative average is 1.75 or better. The statement "Academic Probation" shall be placed on their permanent records but shall not be placed on the students' official transcripts. Students may be required to carry less than a normal load the following semester and are required to consult with their advisor/counselor. Students shall be placed on probation only after they have attempted 12 semester credits.

##### 5.6.6.2 Academic Suspension (SB)

Students on academic probation who fail to attain a semester GPA of 1.50 or better shall be placed on suspension only after they have attempted 24 semester credits. Academic suspension shall be for one semester. The statement "Academic Suspension" shall be placed on the students' permanent records but shall not be placed on the students' official transcript. Students who are placed on academic suspension and wish to appeal should follow the appeal process established by the college. Suspended students may be reinstated at the conclusion of the suspension period by following the process established by the college. Students who have been reinstated from academic suspension must achieve a 2.00 GPA for the semester of their reinstatement and must earn at least a 1.75 GPA in each subsequent semester of attendance. The statement "Subject to Dismissal" shall be placed on the students' permanent records. Students who have been reinstated from academic suspension will remain subject to dismissal until their cumulative GPA is raised to a minimum of 1.75. Reinstated students may be required to carry less than a normal course load the following semester and are required to consult with their advisor/counselor.

##### 5.6.6.3 Academic Dismissal (SB)

Students who do not attain at least a 2.00 GPA for the semester of reinstatement following academic suspension shall be academically dismissed. Students who achieve at least a 2.00 GPA for the semester of their reinstatement following academic suspension must earn at least a

1.75 GPA in each subsequent semester of enrollment. Failure to attain a 1.75 GPA in each subsequent semester until the cumulative GPA reaches 1.75 shall result in academic dismissal. The statement "Academic Dismissal" shall be placed on the students' permanent records. Academic dismissal is normally permanent. In exceptional circumstances, students may appeal and be reinstated following processes established by the college. Students who have been reinstated after academic dismissal will remain subject to dismissal until their cumulative GPA is raised to a minimum of 1.75. Reinstated students may be required to carry less than a normal course load the following semester and are required to consult with their advisor/counselor. Colleges are encouraged to make additional academic support available to students who have been reinstated following academic dismissal.

#### 5.6.7 Satisfactory Progress

Students pursuing any credit programs are cautioned that, although an average between 1.50 and 1.99 may not result in formal academic probation, a minimum of 2.00 in their curriculum is a prerequisite to the receipt of an associate degree, diploma, or certificate.

#### 5.6.8 Class Attendance (C)

To meet general attendance requirements for grading and financial aid purposes, enrolled students must attend a minimum of one face-to-face or synchronous class meeting or the equivalent for an asynchronous distance learning class. This attendance must be completed by the last day to drop with refund, as defined and published by the institution. Students who do not comply with this attendance policy must be administratively deleted from the course by the college. Existing college policies regarding tuition refunds shall remain in effect. (See also Policy 4.3.2.1 Tuition Refund Procedures.)

Each college may develop an attendance policy. At a minimum, the college attendance policy must align with Policy 5.6.8.1.

Faculty may develop additional attendance requirements for the classes they teach. Any such requirements must be specified in the syllabus.

##### 5.6.8.1 Attendance Definitions

Course attendance requires active participation by a student in an instructional activity related to the course, after the course start date. Attendance is not equivalent to logging into the Learning Management System. Participation includes but is not limited to:

- a. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for predictable and scheduled substantive interaction between the instructor and students
- b. Submitting an academic assignment;
- c. Taking an assessment or an exam;

- d. Instructor documented participation in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- e. Participating in an activity group, group project, or an online discussion that the instructor assigns; or
- f. Documented coursework interaction with the instructor.

#### 5.6.9 Commencement (SB)

The community colleges shall have at least one formal commencement ceremony each year for students completing curricula. Attendance at this formal commencement ceremony shall be encouraged.

<sup>[1]</sup> [34 C.F.R. 104.44\(a\)](#) Academic requirements.

A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

#### 5.7 Academic Calendar (C)

The academic calendar for colleges within the VCCS may be determined by the colleges within the following guidelines:

- a. The contract year for faculty extends from August 16 through May 15.
- b. There shall be a minimum of 75 days of instruction in each semester for a total minimum of 150 days of instruction for the academic year.
- c. There shall be approximately 10 days of instructional evaluation (examinations, etc.) in the academic year.
- d. There shall be approximately 20 days of registration and faculty in-service days in the academic year.
- e. An academic calendar year shall consist of 180 working days.

Any deviations from these guidelines must be approved by the Chancellor, VCCS.

#### 5.8 Developmental Studies

Developmental courses are designed to provide the basic skills and knowledge necessary for success in college-level courses.

##### 5.8.0 Credits Earned

Credits earned in developmental courses are not applicable toward Associate Degree programs; however, upon approval of the Chief Academic Officer, or



another appropriate academic administrator, some developmental courses may provide credit applicable to diploma and certificate programs.

#### 5.8.1 Course Level (C)

For the purpose of eligibility for federal Title IV, Student Financial Aid (34 CFT 668.20), it is the responsibility of the college to validate the course level of its developmental courses.

#### Developmental Course Numbers

Developmental courses are those numbered 1–9.

## **Part II: Workforce Development Services Policies**

### **5.9 Types of Programs**

In addition to those programs identified in Section 2-A as being the several educational components within the comprehensive community college system; i.e., occupational/ technical, college transfer, general education, continuing education, special training, developmental programs, and specialized regional and community services, the following policy pertains to apprenticeship training and continuing education:

#### 5.9.0 Apprenticeship Related Instruction (SB)

##### 5.9.0.0 Definition

Apprenticeship Related Instruction is an organized and systematic form of instruction designed to augment on-the-job training for registered apprentices by providing knowledge of the theory and technical aspects of the trade. Related instruction usually consists of a minimum of 144 classroom hours for each year of apprenticeship.

##### 5.9.0.1 Authority

Pursuant to Sections [23.1-2907.2. Registered apprenticeships: uniform instruction.](#) and [40.1-118. Authority of Council](#) of the Code of Virginia, the State Board for Community Colleges establishes policies to coordinate Apprenticeship Related Instruction delivered by state and local public education agencies. The Chancellor, with the approval of the State Board for Community Colleges, provides for the administration and supervision of related and supplemental instruction for adult and student apprentices. The Virginia Apprenticeship Council advises the State Board for Community Colleges on policies to coordinate apprenticeship related instruction. The Virginia Apprenticeship Council has the authority to determine whether an employer is eligible for services and conforms with the standards governing registered apprenticeship programs.

##### 5.9.0.2 Administrative Guidelines

The VCCS shall oversee policies for the delivery of apprenticeship related instruction to registered apprentices through annual contracts with regional administrative agents based at community colleges or local school divisions. The contract, as well as the Apprenticeship Related Instruction Coordinator's Information and Procedures Handbook, housed in the office of the Coordinator of Apprenticeship Related Instruction, specifies the curriculum, supervisory, and administrative services necessary for coordinating and delivering related instruction for apprentices. The VCCS shall distribute funding for Apprenticeship Related Instruction from resources provided by the Commonwealth of Virginia based on a plan approved annually by the VCCS.

#### 5.9.0.3 Financial Support of Apprenticeship Related Instruction

Tuition is set by authority of the State Board for Community Colleges and by local school divisions. Additional reimbursement, provided through the VCCS, is based on state general fund appropriations. Contracts shall not imply any requirement on the part of the state for reimbursement beyond the amounts appropriated annually for such purposes, or beyond the biennial period covered by any such appropriation.

#### 5.9.0.4 Granting College Credit for Apprenticeship Work Experience and Related Instruction

College credit for apprenticeship related instruction delivered through local school divisions may be awarded based upon negotiated program agreements and dual credit agreements between local school divisions and community colleges. Colleges granting credit toward an associate's degree for apprenticeship related work experience will use validated evaluation measures and procedures for awarding experiential credit.

### **5.10 Continuing (Adult) Education and Community Services (SB)**

#### 5.10.0 Continuing Education (SB)

Continuing Education programs shall be offered to enable adults in the region to continue their learning experiences. Programs may include both credit and non-credit courses. Continuing Education is a purposeful and systematic process of lifetime learning for individuals who are not enrolled in a formally structured curriculum. It is implemented by programs to further develop existing knowledge, latent human resources, and new insights and skills. Continuing Education includes credit courses offered independent of a curriculum to enable individuals to continue their learning experiences and non-credit courses and specialized services provided for the educational needs of the region. These latter services may include offerings separate from formalized classroom instruction and may consist of conferences, institutes, workshops, seminars, and special training programs. In clarification of the above policy, it is noted that courses in the Master Course File may be offered for credit as continuing education courses. Non-credit courses designed by the college to meet area needs also may be offered as continuing education courses but do not require approval or listing in the Master Course File. The continuing education unit (CEU) is to be used as the basic unit of measurement for an individual's participation in, and an

institution's offering of non-credit classes, courses, and programs sponsored by Virginia community colleges or the System Office of the VCCS. Appropriate records, as set forth below, must be maintained on all non-credit activities for which CEU credit is awarded.

The following distinction is made between non-credit continuing education activities and community service activities: non-credit activities for which CEU credit is awarded are considered to be continuing education; non-credit activities for which no CEU credit is awarded are considered to be community services.

#### 5.10.1 Definitions (SB)

Continuing Education Unit. The continuing education unit (CEU) is defined as ten (10) contact hours in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. (A decimal fraction of a unit may be awarded for an offering of shorter duration.)

Full-time Equivalent Continuing Education Student. An annual full-time equivalent continuing education student is defined as forty-five (45) continuing education units.

Conference A general type of meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference may have a central theme, but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Institute Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example:

Short Course A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.). Quizzes and examinations may be given--depending upon the determination of requirements. The non-credit course under this definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Workshop Usually meets for a continuous period of time over one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experimental activity for the participants. The emphasis is likely to be on skill training rather than on general principles. Seminar A small group of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

Special Training Program A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

Media Instruction Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, telelecture and other forms of media instruction which may develop.

#### 5.10.2 Criteria for Applying the Continuing Education Unit (SB)

Continuing Education Units shall be awarded only for educational programs which meet the basic criteria presented below. Programs can be classified in either of the following areas.

Area I: Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields, such as:

- Agriculture and food production
- Business and industry
- Clerical services
- Education
- Government
- Health services
- Law and law enforcement
- The professions
- Trades and technologies

Area II: Programs specifically organized to provide help in the solution of problems confronting the state, such as:

- Aging
- Agriculture and production
- Citizenship
- Community development and housing
- Criminal Justice
- Education
- Environment
- Health and safety
- Human relations and communications

Activities classified in the above categories for which Continuing Education Units are to be awarded shall meet at least the following standards:

- a. The non-credit activity is planned in response to an assessment of educational needs for a specific target population.
- b. There is a statement of objectives and rationale.
- c. Content is selected and is organized in a sequential manner.

- d. There is evidence of pre-planning which should include the opportunity for input by the target group to be served, the faculty having content expertise, and continuing education personnel.
- e. The activity is instructional and is approved by an academic or administrative unit of the institution best qualified to effect the quality of the program content and to approve the resource personnel utilized.
- f. There is provision for registration for individual participants.
- g. Evaluation procedures are utilized, and criteria are established for awarding Continuing Education Units to individual students prior to the beginning of the activity.

### 5.10.3 Required Records and Reports (SB)

The institution is responsible for establishing and maintaining permanent records of Continuing Education Units awarded. These records shall contain at least the following:

- a. For each individual student, a cumulative record showing:
  - The name of the student
  - Social Security Number of the student (or student number assigned by the college)
  - Title(s) of course(s)
  - Starting and ending dates of activity(s)
  - Number of CEUs awarded
- b. For each activity, an activity description showing:
  - The title of the activity
  - Description of the activity and comparative level
  - Starting and ending dates of the activity
  - Format of the activity
  - Number of CEUs to be awarded for completion of the activity
  - The name of the instructor(s)
  - Any cooperating sponsors, companies, associations, agencies, institutions, etc.
  - Activity classification, i.e., professional, liberal education, vocational, job entry, in-service, etc.
  - A roster of participants, showing at least the name and Social Security Number of each participant and whether the participant satisfactorily completed the activity

## **5.11 Non-Credit Grading Policy**

### 5.11.0 Recognition (SB)

Local college boards have the authority to grant "awards of completion" for persons satisfactorily completing community service and workforce development non-credit courses. Community service courses are not occupational in content and do not award CEUs. As such, grades are not required for community service courses.

Grades are required for workforce development non-credit courses. Workforce development non-credit courses are occupational in content and suitable for Continuing Education Units (CEUs). CEUs do not have to be awarded.

#### 5.11.1 Grading System for Workforce Development Non-Credit Courses

A grade of "S" demonstrates satisfactory course completion. The grade of "G" is used in unique circumstances and at the discretion of the college to recognize limited subject competency. The grade of "U" is a failing grade. "I" is an interim grade or a non-punitive final grade. Grades of "N" and "W" are non-punitive grades. "X" indicates that a course was completed (or taken) for content and no grade awarded.

No grade point credit shall be assigned to the following grades:

S – Satisfactory. Individual demonstrates subject competency (assignments, labs, tests, clinical, etc.) and fulfilled attendance requirements needed to pass the course. Individual is ready to progress to higher level course. CEUs can be awarded.

G – Progress. Optional grade used in unique circumstances and only at the discretion of the college for courses such as ESL, in which demonstration of progression toward subject competency is desired. Individual fulfilled attendance requirements but fails to demonstrate the level of subject competency needed to earn an "S" or CEUs. Individual is not ready to progress to a higher level course but would benefit from repeating the course. CEUs cannot be awarded.

U – Unsatisfactory. Individual fails to demonstrate subject competency and/or fulfillment of attendance requirements needed to pass the course and to move to a higher level course. CEUs cannot be awarded.

I – Incomplete. Individual, due to unavoidable circumstances, attended part but not all of a course. CEUs cannot be awarded. Courses for which the grade of "I" has been awarded must be successfully completed by the end of the subsequent semester for another grade ("S", "U", or "G") to be awarded by the instructor. If "S" is awarded, CEUs can be awarded. If "U" or "G" is awarded, CEUs cannot be awarded.

N – No Show. Individual neither attends nor formally withdraws from a course for which registered.

W – Withdrawal. Individual formally withdraws from a course after the refund period but prior to the start of the course.

X – No Grade. No grade awarded. Course taken for purpose of learning the subject matter and not for a grade. CEUs cannot be awarded.

#### 5.11.2 Grade Report

Final grades are available to students via the web or IVR systems. These final grades are a part of students' permanent record of non-credit activities.

## 5.12 Community Services

### 5.12.0 Community Services (SB)

Community services include meetings and special community projects which are designed to provide needed cultural and educational opportunities for citizens of the region. The following policies apply:

- a. These programs are designed to supplement the regular instructional program, shall be designated as community services, and shall not be regarded as part of the regular instructional program.
- b. No college credit shall be awarded for these programs.
- c. These programs shall not be listed on the student's permanent record card.

#### 5.12.1.0 Types of Services (SB)

The facilities and personnel of the community colleges are available for community services such as:

- a. Faculty and staff speaking engagements for local organizations;
- b. Cultural events;
- c. Public affairs, lectures and forums;
- d. Newspaper articles on educational topics;
- e. Non-instructional radio and television programs;
- f. Special community (research and development) projects;
- g. Extension programs offered by four-year institutions;
- h. General interest films;
- i. Exhibits; or
- j. Special campus services for use by local citizens including the library, learning laboratory, and counseling center.

#### 5.12.1.1 Administrative Guidelines (SB)

The president of each community college shall designate a director or an individual to be responsible for the programs of continuing education and community services and shall prescribe the director's duties and responsibilities in accordance with the policies and regulations of the State Board and the VCCS.

- a. The director of the programs shall utilize the assistance of other staff and faculty members and the services of relevantly involved citizens.
- b. The community college shall work cooperatively with other local and State agencies interested in developing such services.
- c. Whenever possible and practical, college facilities may be made available for community use. Community college facilities shall also be available to four-year colleges and universities desiring to offer programs at the upper-division and graduate levels.
- d. Periodic reports shall be provided to the local college board regarding specialized regional and community service programs. The local college board shall make recommendations to the college

administration regarding the development and operation of such programs. The local college board may appoint a special committee of citizens to advise on the establishment, promotion, development, and evaluation of these programs.

- e. Reports for the continuing education and community service (non-credit) programs shall be filed semi-annually with the System Office (Reports Coordinator) of the VCCS and as requested by other appropriate agencies.

#### 5.12.1.2 Financial Support (SB)

Community education and community service programs appropriated in the Educational and General Program are regarded as being self-supporting in the aggregate. The fees for community education and community service programs shall be established so as to provide funds to pay the direct costs plus an additional 30% to defray general overhead costs. All funds are to be received and disbursed through the State Treasury.

### 5.13 **Registration for Non-Credit Courses**

Students may register in non-credit open enrollment courses or customized training, as defined below.

#### 5.13.1 Open Enrollment

Job-related or personal-growth courses delivered by a college's workforce development department and offered to the general public. Tuition and fees may be paid by individuals or by a third party. Continuing education units (CEUs) may or may not be offered.

Students registering for open enrollment courses, must complete the following application fields:

- First name
- Last name
- Birthdate
- Address
- Phone number
- Gender
- Citizenship status
- Veteran/military service

#### 15.13.2 Customized Training

Job-related courses delivered by a college's workforce development services that are designed to meet the training needs of a specific client, organization, company, or consortium and are offered to the employees or designees of the client. Customized training courses shall be paid for by the client according to the terms of a signed contract with the college. Continuing education units (CEUs) may or may not be offered.

Students registering for customized training courses, must complete the following application fields:



First name  
Last name  
Birthdate  
Address  
Gender  
Citizenship status  
Veteran/military service

#### 15.13.2.1 Limited Enrollment

Customized training courses for which the client is unwilling to provide complete student registration information as noted in 5.13.2. Students taking limited enrollment courses will not have a VCCS transcript, the course(s) will not count towards VCCS certification requirements, nor will the student have access to other functionalities available in the VCCS student information system. In addition, students enrolled in limited enrollment courses are ineligible for financial aid or other public funding.

Students registering for limited enrollment courses are required to provide their first and last name.

### **5.14 Adoption and Use of Open Educational Resources (OER)**

#### 5.14.1 OER Definition

Open Educational Resources (OER) are publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, software, and any other tools, materials, or techniques used to support access to knowledge.

“OER Course” is a course exclusively using freely available OER.

#### 5.14.2 Use of OER Materials

Colleges shall make use of OER materials in accordance with the provisions of the VCCS Policy 12.0, Intellectual Property Policy and Procedures; the Creative Commons licensing standards; the Digital Millennium Copyright Act of 1998; applicable state and federal copyright laws; accepted best practices of the OER community, including a succinct and well-accepted definition of OER; and college policies and academic standards.

#### 5.14.3 Responsibilities and Support of Faculty Using OER Materials

Faculty who incorporate OER materials into their courses, or create, adapt, or share OER shall be in compliance with policies governing the use of course materials under VCCS Policy 12.0, Intellectual Property Policy and Procedures.

When developing OER, faculty are to use only materials that are published under a Creative Commons License or exist in the Public Domain. It is the faculty member’s responsibility to ensure that content incorporated into OER

courses is eligible for and meets the standards for a Creative Commons license and is properly attributed. Faculty should consult the college's intellectual property policy administrator or other OER expert to determine eligibility and correctly note attributions.

Colleges shall ensure that all OER materials are accessible to persons with disabilities.

VCCS colleges will provide training, support, and encourage recognition of OER use, adaptation, and creation as a meaningful scholarly and professional endeavor.

#### 5.14.4 Licensing OER

Faculty or staff who create original content that is incorporated into a course designated as OER or who create OER of other types or formats shall place a Creative Commons Attribution License on such content as defined in VCCS Policy 12.03.f Creative Commons.

#### 5.14.5 Identification of OER courses

Courses exclusively using low cost or no cost OER materials will be identified within the course registration system.