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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 educationally as well as operationally.

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>MEETING/DEADLINE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Orientation Meeting</td>
<td>C&amp;I Committee Orientation</td>
</tr>
<tr>
<td>October 1</td>
<td>Deadline</td>
<td>Faculty submission of new and/or revised programs to deans</td>
</tr>
<tr>
<td>October 8</td>
<td>Deadline</td>
<td>Dean submission of new and/or revised programs to Vice President’s Office</td>
</tr>
<tr>
<td>October 12</td>
<td>Meeting</td>
<td>Vice President’s Staff to review and approve program submissions</td>
</tr>
<tr>
<td>November 8</td>
<td>Deadline</td>
<td>Vice President’s Office submits curriculum proposals to C &amp; I committee</td>
</tr>
<tr>
<td>November 15</td>
<td>Deadline</td>
<td>C &amp; I committee makes recommendations to Vice President on program submissions</td>
</tr>
<tr>
<td>November 29</td>
<td>Meeting</td>
<td>Board approval of program submissions for upcoming Catalog</td>
</tr>
<tr>
<td>January - August</td>
<td>–</td>
<td>Research and development of new programs</td>
</tr>
</tbody>
</table>

### 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 insure current publication of the programs in the Catalog.**
NRCC Curriculum Review Process
(Deadlines for Catalog Publication)

Faculty submit new/revised program to appropriate dean
*Deadline: October 1*

Dean submission of new and/or revised programs to Vice President’s Office.
*Deadline: October 7*

Dean presents program to Vice President’s Staff.

Vice President’s Staff reviews program for compliance with VCCS and SCHEV guidelines.
*Meeting: October 12*

Vice President submits Vice President’s Staff recommendation to C&I Committee.
*Deadline: November 8*

C&I Committee reviews program for academic issues.

Vice President takes action based on C&I Committee’s recommendation.
*Deadline: November 15*

Not approved

Approved

Vice President submits to College Board for appropriate action.
*Meeting: December 13* (approximate)

Vice President transmits program--with C&I and College Board endorsements--to VCCS for appropriate action.

Returned to Vice President for appropriate action.

Returned to dean for appropriate action.

Returned to dean for appropriate action.
DEFINITIONS

Career Studies Certificate
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. Exempt from SCHEV and VCCS Table 5-1 requirements (page 14).

Catalog
The current New River Community College online catalog (http://catalog.nr.edu).

Vice President’s Staff
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 Student Services, the Director of Distance Education, the Director of Library Services, the Financial Aid Manager, and Assessment & Program Review Specialist.

Degree Program
A two-year program of study composed of 100- and 200-level college courses, culminating in a degree. A degree program includes one or more majors, some of which are further divided into appropriate specializations. (See Courses & Programs at http://courses.vccs.edu/)

Major
A program of study consisting of a concentration of courses (30 or more credits) in or closely related to a single discipline and inherently part of an existing degree program. Each major has three instructional cores: general core (25%), specialized and/or degree-related core, and college electives.

Non-Degree Program
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 diplomas programs are exempt from SCHEV and VCCS Table 5-1 requirements (page 14).

Program Proposal
A program proposal consists of all of the elements of documentation required by SCHEV to support the addition of a new degree program. Majors, specializations and non-degree programs do not require preparation of a SCHEV program proposal. (See VCCS Degree Program Proposal Guidelines and Checklist on page 74)

SCHEV
State Council of Higher Education for Virginia (www.schev.edu)

Specialization
A specialized program of study based on a major with 9-15 credits variation from the parent major.

VCCS Courses & Programs
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 Master Course File. (See Courses & Programs at http://courses.vccs.edu/).
 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 below. See Section XII for an outline of NRCC Programs and the classifications.

### Table 5-3
VCCS Program Review & Approval Process

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

#### Local Level

<table>
<thead>
<tr>
<th>Committee</th>
<th>Courses</th>
<th>Career Studies</th>
<th>Certificates</th>
<th>Diplomas</th>
<th>Degree Programs</th>
<th>Majors</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Advisory Committee</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R1</td>
<td>R1</td>
<td>R1</td>
<td>--</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>College Administration</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>College Board</td>
<td>--</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>SACSCOC</td>
<td>--</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### State Level

<table>
<thead>
<tr>
<th>Committee</th>
<th>Courses</th>
<th>Career Studies</th>
<th>Certificates</th>
<th>Diplomas</th>
<th>Degree Programs</th>
<th>Majors</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deans’ Course Review Committee, reporting to ASAC</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>VCCS AS&amp;R Staff</td>
<td>A</td>
<td>N</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>N</td>
</tr>
<tr>
<td>Chancellor</td>
<td>--</td>
<td>--</td>
<td>A/N</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Academic Services &amp; Workforce SBCC Committee</td>
<td>--</td>
<td>--</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>State Board for Community Colleges</td>
<td>--</td>
<td>--</td>
<td>A/N</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>--</td>
</tr>
<tr>
<td>SCHEV</td>
<td>--</td>
<td>--</td>
<td>N</td>
<td>N</td>
<td>A</td>
<td>A</td>
<td>--</td>
</tr>
</tbody>
</table>

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

*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

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Field Core</td>
<td>Minimum 15 credits</td>
</tr>
<tr>
<td>Related/Specialization Courses</td>
<td>Maximum 15 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>0-15 credits</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Minimum Number of Semester Hour Credits</th>
<th>AA&amp;S</th>
<th>AAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>6&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities/Fine Arts/Literature</td>
<td>6&lt;sup&gt;c&lt;/sup&gt;</td>
<td>3-6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>6&lt;sup&gt;d&lt;/sup&gt;</td>
<td>3-6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4-8</td>
<td>0-6&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-6</td>
<td>0-6&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td>Institutional Specific General Education Courses</td>
<td>5-6</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**TOTAL FOR GENERAL EDUCATION** 30-38 15

<table>
<thead>
<tr>
<th>OTHER REQUIREMENTS FOR ASSOCIATE DEGREES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Development</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>Transfer Core&lt;sup&gt;f&lt;/sup&gt;</td>
<td>20-32</td>
<td></td>
</tr>
<tr>
<td>Career/Technical Courses</td>
<td></td>
<td>43-53</td>
</tr>
</tbody>
</table>

**TOTAL FOR DEGREE** 60-63 60-69

**NOTES:**
(a) Each of the courses in communication must be in written communication.
(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.

VCCS Policy Manual- Section 5
# Accreditation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>AA&amp;S</th>
<th>AAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in humanities/fine arts</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>One course in social/behavioral science</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>One course in natural science/mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course(s) including civic engagement outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course(s) including critical thinking outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course(s) including professional readiness outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course(s) including quantitative literacy outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course(s) including scientific literacy outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course(s) including written communication outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Minimum of 15 credits in general education</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

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

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, IV). 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

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

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.

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

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

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating a branch campus (See definition of —“branch campus” on p. 3 of this document.)</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>

### 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

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

19
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

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

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.

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

The President’s Office sends the letter and modified prospectus to SACSCOC

## Substantive Change – Altering Educational Mission

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altering significantly the educational mission of the institution</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Contact Commission Staff (Also, see page 16, item 9)</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating joint or dual degrees with another institution: (See: —Agreements Involving Joint and Dual Academic Awards”</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>NA</td>
<td>Copy of signed agreement and contact</td>
</tr>
<tr>
<td>Joint programs - with another SACSCOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating off-campus sites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Copy of signed agreement and contact information for each institution</td>
</tr>
<tr>
<td>(including Early College)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NRCC planning process identifies the need to offer program(s) at a new site.</td>
<td>NRCC Employee</td>
<td>NA</td>
</tr>
</tbody>
</table>
| 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 | NA      |
| 3     | President’s Staff approves new site | President’s Staff | NA      |
| 4     | For 25 – 49 percent of credit: VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of notification for submission to SACSCOC  
For 50 percent or more credit: 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 | Prior to implementation |
| 5     | For 25 – 49 percent of credit: The President’s Office sends the letter of notification to SACSCOC | President’s Office | 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 2008. 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.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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</td>
<td>Academic Deans</td>
<td>August 1</td>
</tr>
<tr>
<td>2</td>
<td>Vice President for Instruction and Student Services analyzes degree programs to ensure level of offerings (25 – 49 percent or 50 percent or more)</td>
<td>Vice President for Instruction and Student Services</td>
<td>August 15</td>
</tr>
<tr>
<td>3</td>
<td>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</td>
<td>Vice President for Instruction and Student Services; Director of Institutional Research</td>
<td>Each Semester</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
<td>Academic Deans</td>
<td>Immediately upon request for new course</td>
</tr>
<tr>
<td>5</td>
<td>When determination is made that a new threshold will be reached:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For 25 – 49 percent of credit: VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of notification for submission to SACSCOC</td>
<td>VP for Instruction and Student Services; NRCC Accreditation Liaison</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td></td>
<td>For 50 percent or more credit: VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a Prospectus for submission to SACSCOC</td>
<td>VP for Instruction and Student Services; NRCC Accreditation Liaison</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>6</td>
<td>For 25 – 49 percent of credit: The President’s Office sends the letter of notification to SACSCOC</td>
<td>President’s Office</td>
<td>Prior to implementation</td>
</tr>
</tbody>
</table>
For 50 percent or more credit: The President’s Office sends the Prospectus to SACSCOC

President’s Office
Prior to implementation

Substantive Change – Expansion of Program Offerings at Previously Approved Sites

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

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.

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

<table>
<thead>
<tr>
<th>Classes; Feb. 1 for Summer or Fall Semester Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Director of Institutional Research provides a tracking report for course offerings by individual sites.</td>
</tr>
<tr>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td>Upon request</td>
</tr>
</tbody>
</table>

### Substantive Change – Program Length

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altering significantly the length of a program</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>

### 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

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

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Director of Distance Education maintains a matrix of courses offered through distance learning; this matrix maps courses to programs of study</td>
<td>Director of Distance Education</td>
<td>On-going</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
<td>Faculty; Academic Dean; Director of Distance Education</td>
<td>On-going</td>
</tr>
<tr>
<td>3</td>
<td>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</td>
<td>Director of Distance Education</td>
<td>Jan. 30</td>
</tr>
</tbody>
</table>

Substantive Change – Contractual Agreements or Consortium

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating programs or courses offered through contractual agreement or consortium</td>
<td>2</td>
<td>Yes</td>
<td>Prior to Implementation</td>
<td>NA</td>
<td>Letter of notification and copy of signed agreement</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NRCC planning process identifies need for agreement/consortium.</td>
<td>NRCC Employee</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Member of President’s Staff assumes responsibility for negotiating agreement/consortium</td>
<td>President’s Staff Member</td>
<td>Immediate</td>
</tr>
<tr>
<td>3</td>
<td>Memorandum of Agreement (MOA) between NRCC and other party(ies) is prepared and signed</td>
<td>President; President’s Staff Member</td>
<td>Within 6 months</td>
</tr>
<tr>
<td>4</td>
<td>NRCC’s Accreditation Liaison prepares a letter of notification for submission to SACSCOC, along with signed copy of MOA</td>
<td>NRCC Accreditation Liaison</td>
<td>Immediately after MOA is signed and prior to implementation</td>
</tr>
<tr>
<td>5</td>
<td>The President’s Office sends the letter and signed MOA to SACSCOC</td>
<td>President’s Office</td>
<td>Prior to implementation</td>
</tr>
</tbody>
</table>

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

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

**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**

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

**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

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

**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 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

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocating a main or branch campus</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>

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, VIII, 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, IX, 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

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

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.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NRCC planning process identifies need for moving the college’s off-campus site</td>
<td>NRCC Employee</td>
<td></td>
</tr>
</tbody>
</table>
identifies change of location for high schools offering dual enrollment courses

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>NRCC’s Accreditation Liaison prepares a letter of notification for submission to SACSCOC with new address and starting date</td>
<td>NRCC Accreditation Liaison</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The President’s Office sends the letter to SACSCOC</td>
<td>President’s Office</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing from clock hours to credit hours</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Justify reasons for change, indicate calculation of equivalency, and other pertinent information</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altering significantly the length of a program</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating degree completion programs</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring any program or site from another institution</td>
<td>See SACSCOC policy “Mergers, Consolidations and Change of Ownership: Review and Approval”</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>
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

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

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.
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.
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 99).

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

Need to offer a new course

Course plan and VCCS 103 & 104 forms submitted to appropriate dean

Dean presents to Vice President’s Staff

Faculty member/dean presents to Curriculum and Instruction (C & I) Committee.

Vice President acts on C&I recommendation

Returned to dean for appropriate action

Vice President’s Office notifies Vice President’s Office

Review by AS&R Staff

Approval or Denial by the Dean’s Course Review Committee (DCRC) action

Course added to Master Course File (MCF)

Vice President’s Office notifies of DCRC’s action

Vice President’s Office makes notifications and changes to Catalog
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 99).**

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 to be offered exists in the Master Course File (MCF)

- Course can be used as described in the MCF
  - Course will be used as a program requirement
  - Yes: Course submitted to appropriate dean for scheduling
  - No: Course requires revision before use

- Course requires revision before use
  - Course plan and VCCS 103 & 104 forms submitted to appropriate dean
  - Dean presents to Vice President’s Staff
  - Faculty member/dean presents to Curriculum and Instruction (C & I) Committee.
  - Vice President acts on C&I recommendation
    - Approved
    - Returned to dean for appropriate action
  - Revisions made to MCF

- Review and recommendation by the VCCS Dean’s Course Review Committee (DCRC)
  - Approval or Denial by the DCRC action
    - Approved: Vice President’s Office submits to VCCS
    - Denied: Vice President’s Office notified

- Vice President’s Office notified of DCRC’s action
  - Vice President’s Office makes notifications and revisions to Catalog

Substitution within a program(s) must be reviewed by the C & I Committee and approved by the Vice President
Course Approval Guidelines for the
Dean’s Course Review Committee

Introduction:

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Non-credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established curriculum benchmarked against national or international industry standards and principles of good practice in the field or discipline</td>
<td>Short-term offerings providing just-in-time instruction and training to address specific employer needs or client interests</td>
</tr>
<tr>
<td>Covers theoretical, philosophical, and social constructs -- answers the question of WHY</td>
<td>Demonstrates applications of theoretical concepts – answers the question HOW</td>
</tr>
<tr>
<td>Learning based on reflection and critical thinking as well as interactions with course content, peers, and faculty; time is required to master the content and gain understanding</td>
<td>Learning is based on time on task and building competency</td>
</tr>
<tr>
<td>Learning is qualitatively evaluated against standards for achievement and performance (formative and summative assessments)</td>
<td>Instruction is delivered without qualitative evaluation of performance (may include assessment for certification)</td>
</tr>
<tr>
<td>Course content is structured and sequenced as part of a total curriculum that builds breadth and depth of understanding</td>
<td>Course content narrowly focused on discrete skills and knowledge</td>
</tr>
<tr>
<td>Requires preparation outside of class meetings and prerequisite skills /knowledge</td>
<td>Instruction self-contained in classroom</td>
</tr>
<tr>
<td>Instructor is facilitator of learning (guided discovery) in and out of class</td>
<td>Instructor provides direct supervision in the classroom</td>
</tr>
</tbody>
</table>
### Course Level Guidelines:

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

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

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

<table>
<thead>
<tr>
<th><strong>Credit</strong></th>
<th><strong>Non-credit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Content taught at post-secondary collegiate level</td>
<td>Content taught at multiple skill levels</td>
</tr>
<tr>
<td>Faculty must be academically qualified and credentialed with relevant experience and contributions to the field</td>
<td>Faculty may be qualified or credentialed on the basis of experience</td>
</tr>
<tr>
<td>Instructional activities are varied and designed to provide opportunities for exploring alternative approaches and perspectives on the subject matter</td>
<td>Instructional activities are narrowly focused to deliver content and provide opportunities for practice or application</td>
</tr>
<tr>
<td>Minimum standards must be met for success</td>
<td>Minimum attendance required for success</td>
</tr>
<tr>
<td>Requires an amount of reading, writing and critical thinking appropriate for college-level and complexity and variety of instructional materials</td>
<td>Content taught at multiple skill levels with corresponding instructional materials and limited focus</td>
</tr>
<tr>
<td>Results in integration, transfer of learning and making connections in broad context</td>
<td>Learning narrowly focused on discrete skills and knowledge</td>
</tr>
<tr>
<td>Learner-centered experience</td>
<td>Instructor-centered experience</td>
</tr>
<tr>
<td>Based on academic hour that includes student workload (out-of-class preparation/assignments) and delivery of content (contact hours) sufficient for credit hours assigned (usually 3:1)</td>
<td>Based on clock-hours of instruction</td>
</tr>
</tbody>
</table>
**Laboratory Definition:**

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

Includes:

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

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

*This document is located on the VCCS website:*
ASR Course and Program Development
**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. 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 67. 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

1. Need for new Career Studies Certificate
2. Faculty member(s) and appropriate dean develop a track sheet
3. Dean reviews with Vice President’s Staff
4. Faculty member/dean presents to Curriculum and Instruction (C & I) Committee.
5. Vice President acts on C&I recommendation
6. Vice President’s Office presents to Curriculum Committee of College Board
7. Action by College Board based on recommendation of Curriculum Committee
8. Vice President’s Office makes appropriate notifications
9. Published in Catalog

- Approved
- Denied
- Returned to dean for appropriate action
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) 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.

This document is located on the VCCS website: ASR Course and Program Development and S:\Forms C&I\Curriculum\Checklist Career Studies Certificate.pdf
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 98).**

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

Need for new Specialization

Faculty member(s) and appropriate dean develop a track sheet and program audit worksheet

Dean reviews with Vice President’s Staff.

Faculty member/dean presents to Curriculum and Instruction (C & I) Committee.

Vice President acts on C&I recommendation

Approved

 Returned to dean for appropriate action

Denied

Vice President’s Office presents to Curriculum Committee of College Board

Action by College Board based on recommendation of Curriculum Committee

Vice President’s Office makes appropriate notifications

Approved

Published in Catalog

Denied

50
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.

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

<table>
<thead>
<tr>
<th>Culinary Arts - Parent</th>
<th>Baking - Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>CR</strong></td>
</tr>
<tr>
<td>SDV 100</td>
<td>1</td>
</tr>
<tr>
<td>SDV 101</td>
<td>1</td>
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<td>ENG 111</td>
<td>3</td>
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<tr>
<td>MTH 120</td>
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<td>HIS 111</td>
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<tr>
<td>PHI 220</td>
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</tr>
<tr>
<td><strong>Total CR:</strong></td>
<td>66</td>
</tr>
</tbody>
</table>
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 65).

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

1. **Need for new Certificate or Diploma**
   - Faculty member(s) and appropriate dean prepare documentation
   - Dean reviews with Vice President’s Staff.
   - Faculty member/dean presents to Curriculum and Instruction (C & I) Committee

2. **Vice President acts on C&I recommendation**
   - **Denied**
     - Returned to dean for appropriate action
   - **Approved**
     - Vice President’s Office presents to Curriculum Committee of College Board
     - Action by College Board based on recommendation of Curriculum Committee
     - Vice President’s Office submits to VCCS for State Board’s consideration
     - State Board’s Action
     - Vice President’s Office notified of State Board’s action
     - **Approved**
       - Vice President’s Office makes appropriate notifications and additions to Catalog
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). See Program Proposal Template for Certificates and Diplomas. For template see Buzz 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).

Chief Academic Officer: (Print Name): ________________________________

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

College: ________________________________

This document is located on the VCCS website:
ASR Course and Program Development and
S:\Forms C&I\Curriculum\Program Proposal Guidelines Checklists and Sample Table of Contents for Certificates and Diplomas_Jan_16_2021
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 Buzz 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:

_____ 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 E. Morrissey
Senior Vice Chancellor
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 Buzz 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 Buzz 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 Buzz 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 sites 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 a description of the Advisory Committee’s involvement in developing the program (include membership and minutes in 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 Buzz 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 Buzz
- 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.

_____ 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 Buzz 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 Buzz 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 Buzz 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. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: “Target Year” refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Buzz 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
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

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<tr>
<th>Course</th>
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<td>ENG 111</td>
<td>College Composition I</td>
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<tr>
<td>CHM 101</td>
<td>Introductory Chemistry</td>
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<tr>
<td>BIO 145</td>
<td>Basic Human Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
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</table>

<table>
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<tr>
<td>DNA 113</td>
<td>Chairside Assisting I</td>
<td>3</td>
</tr>
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<td>DNH 130</td>
<td>Oral Radiography for Dental Hygienist</td>
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<td>DNH 216</td>
<td>Pharmacology</td>
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<td>DNA 114</td>
<td>Chairside Assisting II</td>
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<tr>
<td>DNH 214</td>
<td>Practicals Materials for Dental Hygiene</td>
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<tr>
<td>DNH 230</td>
<td>Office Practice and Ethics</td>
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</tbody>
</table>
DNA 190  Coordinated Internship Dental Assisting  3 Credits
22 Credits
Program Total Credits  41 Credits

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 VCCS

Need for new Certificate or Diploma

Faculty member(s) and appropriate dean prepare documentation

Dean reviews with Vice President’s Staff

Faculty member/dean presents to Curriculum and Instruction (C & I) Committee

Vice President acts on C&I recommendation

Denied

Returned to dean for appropriate action

Approved

Vice President’s Office presents to Curriculum Committee of College Board

Action by College Board based on recommendation of Curriculum Committee

Vice President’s Office submits to VCCS for Chancellor’s consideration

Chancellor’s action

Denied

Vice President’s Office notified of Chancellor’s action

Approved

Vice President’s Office makes appropriate notifications and additions to Catalog
<table>
<thead>
<tr>
<th>Definition</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A two-year curriculum with an emphasis in a career/technical area</td>
<td>A curriculum that consists of a minimum of 30 semester credit hours</td>
<td>A program of study of not less than 9 nor more than 29 semester credit hours</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>May include any appropriate courses numbered 10-299</td>
<td>May include any appropriate courses numbered 10-299</td>
<td>May include any appropriate courses numbered 10-299</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>A minimum of fifteen percent (15%) of credit hour requirements shall be in general education, including 1 three-credit English course.</td>
<td>A minimum of fifteen percent (15%) of credit hour requirements shall be in general education, including 1 three-credit English course.</td>
<td>There are no general education requirements.</td>
</tr>
</tbody>
</table>
| Graduation Requirements | • 25% of courses must be taken at home institution.  
• 2.0 GPA  
• Graduation honors eligible | • 25% of courses must be taken at home institution.  
• 2.0 GPA  
• Graduation honors eligible | • 25% of courses must be taken at home institution.  
• 2.0 GPA  
• Not eligible for graduation honors |
| Approval | State Board for Community Colleges | Chancellor | Local College Board |

VCCS Policy Manual- Section 5
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

Need for new Major

Faculty member(s) and appropriate dean prepare documentation.

Dean reviews with Vice President’s Staff

Faculty member/dean presents to Curriculum and Instruction (C & I) Committee

Vice President acts on C&I recommendation

Denied

Returned to dean for appropriate action

Approved

Vice President’s Office presents to Curriculum Committee of College Board

Action by College Board based on recommendation of Curriculum Committee

Denied

Vice President’s Office notified of State Board’s action

Approved

Vice President’s Office submits to VCCS for State Board’s consideration

State Board’s Action

Vice President’s Office notified of State Board’s action

Vice President’s Office makes notifications and additions to the Catalog
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 74.

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

Need for new Degree Program

Faculty member(s) and appropriate dean prepare documentation.

Dean reviews with Vice President’s Staff

Faculty member/dean presents to Curriculum and Instruction (C & I) Committee

Vice President acts on C & I recommendation

Denied

Returned to dean for appropriate action

Approved

Vice President’s Office presents to Curriculum Committee of College Board

Action by College Board based on recommendation of Curriculum Committee

Denied

Vice President’s Office submits to VCCS for State Board’s consideration

State Board’s Action

Denied

Vice President’s Office notified of State Board’s action

Approved

VCCS submits proposal to State Council for Higher Education for VA (SCHEV) for action

Denied

Vice President’s Office notified on SCHEV’s action

Approved

Vice President’s Office makes notifications and additions to the Catalog
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). 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).

Chief Academic Officer: (Print Name): ________________________________________

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

College: ________________________________________
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 E. Morrissey
Senior Vice Chancellor
Academic & Workforce Programs
Virginia Community College System
300 Arboretum Place, Suite 200 Richmond, VA
23236

___ SCHEV Program Proposal Cover Sheet completed. (For document see Buzz website: Course and Program Development). Complete boxes 1-7, 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 Buzz 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:
  - Semester by Semester Curriculum
  - 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):
  o 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.
  o 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.
- 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 Buzz 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 counterbalance 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 Buzz 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 Buzz 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 Buzz website: [Course and Program Development](https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx).)

_____ Complete Certification Statements (For document see Buzz website: [Course and Program Development](https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx)). Please be sure that the document is signed by the Chief Academic Officer.

_____ VCCS Form 102, Request for New Curriculum – **signed**. (For document see Buzz website: [Course and Program Development](https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx)).

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/](http://courses.vccs.edu/) for course descriptions, credit hours, etc. from the VCCS Website.
- SCHEV Documents - Buzz Website: [https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx](https://buzz2.vccs.edu/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:
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. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: “Target Year” refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Buzz 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
<p>| | |</p>
<table>
<thead>
<tr>
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<td>2. Academic Program (Check one):</td>
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<td>New program proposal [ ]</td>
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<tr>
<td></td>
<td>Certificate document [ ]</td>
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<tr>
<td>3. Name of proposed program</td>
<td>4. CIP code</td>
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<tr>
<td>5. Degree/certificate designation</td>
<td>6. Semester and year of initiation</td>
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<td>7. Semester and year of first graduates</td>
<td>8. Date approved by Board of Visitors</td>
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<td>9. For community colleges:</td>
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<td>date approved by local board</td>
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<tr>
<td></td>
<td>date approved by State Board for Community Colleges</td>
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<tr>
<td>10. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</td>
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<tr>
<td>11. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</td>
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<td>Department(s) or division of</td>
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<td></td>
<td>School(s) or college(s) of</td>
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<td>Campus(es) or off-campus site(s)</td>
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<td>12. Mode(s) of delivery:</td>
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<td></td>
<td>Face-to-face, traditional [ ]</td>
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<td></td>
<td>Hybrid (both face-to-face and distance) [ ]</td>
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<tr>
<td></td>
<td>Distance (51% or more web-based) [ ]</td>
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<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage of Total Credit Hours Required</th>
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</thead>
<tbody>
<tr>
<td>Bachelor’s degree</td>
<td>25% of total credit hours required for the degree, excluding general education core</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>50%* of total credit hours required for the degree</td>
</tr>
<tr>
<td>Doctor’s degree</td>
<td>25% of total credit hours required for the degree (excluding the dissertation)</td>
</tr>
</tbody>
</table>

*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 facilitat[ed 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 disciplinespecific 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.
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.

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<th>Discontinuance Forms and Approval Process</th>
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<td><em>(located on the shared drive)</em></td>
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<td>Career Studies Certificate</td>
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Discontinuance

Determination to discontinue program

Degree program or major

Certificate, diploma, specialization, or career studies

VCCS/SCHEV Discontinuance forms completed

VCCS Discontinuance form completed

Dean reviews with Vice President’s Staff

Faculty member/dean presents to Curriculum and Instruction (C & I) Committee

Vice President’s Office submits to VCCS

VCCS reports discontinuance to State Board

System Office submits to SCHEV

Vice President’s Office removes program from publications
# Program Discontinuance Approval Process

**Key:**
- **R** = Review/Recommend
- **A** = Approve
- **N** = Notification/Reported To

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<th>Local Level</th>
<th>Courses</th>
<th>Career Studies</th>
<th>Certificates</th>
<th>Diplomas</th>
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*If being discontinued at the System level

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*VCCS Policy Manual - Section 5*
DISCONTINUANCE OF AN ACADEMIC PROGRAM
Academic Services & Research

The discontinuance process is highlighted in the VCCS Policy Manual, 5.2, Development of Programs and Courses, Table 5-3, “Procedures for Discontinuance of Programs.”

Below is a listing of the required documentation by program type for a discontinuance request. The documentation may be sent electronically to dlewis@vccs.edu and mfitzgerald@vccs.edu. Please use the list(s) below to sort your proposal.

ASSOCIATE DEGREES, DIPLOMAS AND CERTIFICATES

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.
SCHEV Intent to Discontinue an Academic Degree Program Cover Sheet Form

Note the SCHEV Intent to Discontinue Proposal Cover Sheet form may not be altered in any way and must be the version dated April 1, 2016. Do not add a page number this form.

*** The termination date for reporting degrees should not exceed seven years beyond the last date for reporting new enrollments. Be certain to provide SEMESTER and YEAR.

Table of Contents

Narrative Description to address the following,

• Indicate the name/title, 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?

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
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. *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 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
(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
### Intent to Discontinue an Academic Program

<table>
<thead>
<tr>
<th><strong>Cover Sheet</strong></th>
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<tbody>
<tr>
<td><strong>STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA</strong></td>
</tr>
<tr>
<td><strong>Intent to Discontinue an Academic Program</strong></td>
</tr>
<tr>
<td><strong>Cover Sheet</strong></td>
</tr>
</tbody>
</table>

1. **Institution**

2. **Type of Program (Check one):**
   - [ ] Degree program
   - [ ] Certificate program
   - [ ] Degree/Certificate Designation

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. **For Critical Shortage Area Only.** Check all that apply. Explain in attached narrative
   - [ ] Lack of student demand
   - [ ] Lack of market demand
   - [ ] State-wide public program duplication
   - [ ] Lack of institutional resources
   - [ ] Other

14. **List of constituents impacted by action.**

15. **If collaborative or joint program, identify collaborating institution(s).** **Note:** 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.
   __________________________________________________________________________
   __________________________________________________________________________

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
**FORMS**

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

<table>
<thead>
<tr>
<th>FORM</th>
<th>FILENAME</th>
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<tr>
<td>1. Program Audit Worksheet–AAS (Career/Technical Education Programs)</td>
<td>S:\ Forms C&amp;I \curriculum\Audit worksheet-CTE Programs.doc</td>
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<tr>
<td>2. Program Audit Worksheet–AA&amp;S (Transfer Programs)</td>
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<tr>
<td>3. Checklist Career Studies Certificate</td>
<td>S:\ Forms C&amp;I \curriculum\Checklist Career Studies Certificate.pdf</td>
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<td>4. Checklist Certificates Proposal Guidelines</td>
<td>S:\ Forms C&amp;I \curriculum\Program Proposal Guidelines, Checklist, and Sample Table of Contents for Certificates and Diplomas.pdf</td>
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<td>5. Checklist Degree Program Proposal Guidelines</td>
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<td>7. Checklist Specialization</td>
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<td>8. Curriculum and Instruction Committee Transmittal Forms</td>
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<td>9. Curriculum Objective Matrix</td>
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<td>10. Master Course File (MCF) Request to Correct Errors in Course Information</td>
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<td>11. SCHEV Format for Revising Academic Program</td>
<td>S:\ Forms C&amp;I \curriculum\SCHEV Title and CIP Code Revision Cover Shee_Updated2020.doc</td>
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<td>12. SCHEV Intent to Discontinue an Academic Program</td>
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<td>13. SCHEV Discontinuance Form Instructions</td>
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<td>14. SCHEV Program Proposal Cover Sheet</td>
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<td>15. SCHEV Summary of Projected Enrollment</td>
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<td>16. SCHEV Program Announcement Form</td>
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<td>20. VCCS 102—Request for New Curriculum</td>
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<td>21. VCCS 103—Request for New or Revised Course</td>
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<td>22. VCCS 104—Course Content Summary</td>
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<td>23. VCCS Request for Program Discontinuance (Cert., Dipl., CSC, Spec.)</td>
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**NOTE:** The VCCS code for all Career Studies Certificates (CSC) begins with **221**

**PROGRAM TOTALS:**

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