# TABLE OF CONTENTS

**Introduction** ......................................................................................................................................5

**Section**

I. **Calendar and Process**
   - Curriculum Development Calendar Timeline ................................................................. 7
   - Curriculum Development Review Process Flowchart ....................................................... 8

II. **Definitions** .............................................................................................................................................. 9

III. **Overview**
   - Table 5-3: VCCS Program Review and Approval Process ............................................ 11
   - General Education Objectives ....................................................................................... 12
   - Table 5-1: Minimum Requirements for Associate Degrees ........................................... 14
   - SACSCOC Accreditation Requirements for Associate Degrees .................................... 15
   - NRCC SACSCOC Substantive Change Notification Policy ........................................... 17

IV. **Courses**
   - New Courses Process ...................................................................................................... 37
   - Revisions .......................................................................................................................... 39
   - Course Approval Guidelines for the DCRC ...................................................................... 41

V. **Career Studies Certificates**
   - New Career Studies Certificate Process ........................................................................ 45
   - Career Studies Certificate Checklist .............................................................................. 47

VI. **Specializations**
   - New Specializations Process .......................................................................................... 49
   - Specialization Checklist .................................................................................................. 51
   - Example of a Specialization Crosswalk .......................................................................... 52

VII. **Certificates/Diplomas**
   - New Certificate/Diploma Programs (Non-Degree Programs) Process ........................... 53
   - New Certificate Program Approval or Program Title Change Submission Request ......... 55
   - Sample of a Typical Program Proposal Table of Contents ............................................ 62
   - Existing Certificates/Diplomas in the VCCS (Non-Degree Programs) ........................... 65
   - Table 5-2 Minimum Requirements for Dipl., Cert., and Career Studies Certificates ...... 67

VIII. **Majors**
   - New Majors Process ........................................................................................................ 69

IX. **Degree Programs**
   - New Degree Programs Process ...................................................................................... 71
   - Degree Program Proposal Guidelines and Checklist ...................................................... 74
   - Sample of a Typical Program Proposal Table of Contents ........................................... 81
   - SCHEV Program Proposal Cover Sheet ......................................................................... 83
   - SCHEV State-Level Requirements for Universities and Community Colleges ............... 84

X. **Discontinuance**
   - Program Discontinuance Process and Forms Listing .................................................... 91
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>October 2</td>
<td>Deadline</td>
<td>Faculty submission of new and/or revised programs to deans</td>
</tr>
<tr>
<td>October 9</td>
<td>Deadline</td>
<td>Dean submission of new and/or revised programs to Vice President’s Office</td>
</tr>
<tr>
<td>October 30</td>
<td>Deadline</td>
<td>Vice President’s Staff to review and approve program submissions</td>
</tr>
<tr>
<td>November 7</td>
<td>Deadline</td>
<td>Vice President’s Office transmits curriculum proposals to C &amp; I committee</td>
</tr>
<tr>
<td>November 17</td>
<td>Deadline</td>
<td>C &amp; I committee makes recommendations to Vice President on program submissions</td>
</tr>
<tr>
<td>December 11</td>
<td>Deadline</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 2

Dean submission of new and/or revised programs to Vice President’s Office.
 Deadline: October 9

Dean presents program to Vice President’s Staff.

Dean presents program to Vice President’s Staff

Vice President’s Staff reviews program for compliance with VCCS and SCHEV guidelines.
 Deadline: October 30

Vice President’s Staff reviews program for compliance with VCCS and SCHEV guidelines.

C&I Committee reviews program for academic issues.

Vice President takes action based on C&I Committee’s recommendation.
 Deadline: November 17

Vice President submits Vice President’s Staff recommendation to C&I Committee.
 Deadline: November 7

Vice President submits to College Board for appropriate action.
 Deadline: December 11 (approximate)

Vice President submits to College Board for appropriate action.

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

Returned to dean for appropriate action.

Returned to dean for appropriate action.

Returned to Vice President for appropriate action.

Returned to dean for appropriate action.

Not approved

Not approved

Not approved

Approved

Approved

Approved

Does not comply

Full compliance
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 Director of Financial Aid, and Assessment Coordinator.

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>Local Level</th>
<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>Curriculum Advisory Committee</td>
<td>R = Review/Recommend</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R&lt;sup&gt;1&lt;/sup&gt;</td>
<td>R&lt;sup&gt;1&lt;/sup&gt;</td>
<td>R&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>College Administration</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>College Board</td>
<td></td>
<td>--</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>SACSCOC</td>
<td></td>
<td>--</td>
<td>N/A&lt;sup&gt;4&lt;/sup&gt;</td>
<td>N/A&lt;sup&gt;4&lt;/sup&gt;</td>
<td>N/A&lt;sup&gt;4&lt;/sup&gt;</td>
<td>N/A&lt;sup&gt;4&lt;/sup&gt;</td>
<td>N/A&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

| State Level | | | | | | |
| Deans’ Course Review Committee, reporting to ASAC | R | -- | -- | -- | -- | -- | -- |
| VCCS AS&R Staff | A | N | R | R | R | R | N |
| Chancellor | -- | -- | A/N<sup>2</sup> | -- | -- | -- | -- |
| Academic Services & Workforce SBCC Committee | -- | -- | R | R | R | R | -- |
| State Board for Community Colleges | -- | -- | A/N<sup>2</sup> | A | A | A | -- |
| SCHEV | -- | -- | N | N | A<sup>3</sup> | -- | -- |

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.

*CVC Policy Manual- Section 5*
GENERAL EDUCATION OBJECTIVES

General Education is the component of curricula at New River Community College that is designed to assure that students can communicate, think logically, and perform calculations. Students will be given the opportunity to develop an appreciation of our cultural and social heritage and to increase their awareness of an individual’s roles and duties as a citizen. In addition, students will be encouraged to develop a personal wellness program. The ultimate goal of general education is to equip an individual to adapt and to perform in a changing society.

VCCS degree graduates will demonstrate competency in the following general education areas:

1. **Communication** A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

2. **Critical Thinking** A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

3. **Cultural and Social Understanding** A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

4. **Information Literacy** A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. (adapted from the American Library Association definition)

5. **Personal Development** An individual engaged in personal development strives for physical well-being and emotional maturity.

6. **Quantitative Reasoning** A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

7. **Scientific Reasoning** A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

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

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th>Minimum 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Field Core</td>
<td></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>

VCCS Policy Manual- Section 5

12
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><strong>GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>6</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>9</td>
<td>3-6</td>
</tr>
<tr>
<td>Natural Sciences/Mathematics</td>
<td>7-8</td>
<td>0</td>
</tr>
<tr>
<td>As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>Personal development is defined as general education per VCCS policy (5.0.2.2) but cannot be used to meet the general education requirements of SACSCOC in degree programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER REQUIREMENTS FOR ASSOCIATE DEGREES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Field Courses and Electives</td>
<td>23-28</td>
<td></td>
</tr>
<tr>
<td>Career/Technical Courses</td>
<td></td>
<td>43-53</td>
</tr>
<tr>
<td><strong>TOTAL FOR DEGREE</strong></td>
<td>60-63</td>
<td>60-69</td>
</tr>
</tbody>
</table>

NOTES:  
(b) A minimum of 3 semester hours of mathematics is required for the General Studies major in the Associate of Arts and Sciences degrees.

*VCCS Policy Manual* - Section 5
## ACCREDITATION REQUIREMENTS

### NRCC AWARDS

<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>Reading competency</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Writing competency</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Oral communication competency</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fundamental mathematical skills</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic computer skills</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Minimum of 15 credits in general education</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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 (significant departure from current 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 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</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>None</td>
</tr>
<tr>
<td>...using existing approved courses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Modified prospectus</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>Modified prospectus</td>
</tr>
<tr>
<td>...that is a significant departure from previously approved programs</td>
<td>1</td>
<td>Yes</td>
<td>Approval required prior to implementation</td>
<td>Yes</td>
<td>Modified prospectus</td>
</tr>
</tbody>
</table>
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</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>... using existing approved courses</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>... at a new off-campus site (previously approved program)</td>
<td>1</td>
<td>Yes</td>
<td>6 months</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</td>
<td>VP for Instruction and Student Services</td>
<td>Jan. 15</td>
</tr>
</tbody>
</table>
the VCCS System Office of the new program

| 5 | The VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of notification and modified prospectus for submission to SACSCOC | VP for Instruction and Student Services and NRCC SACSCOC Liaison | Feb. 1 |

| 6 | The President’s Office sends the letter and modified prospectus to SACSCOC | President’s Office | Feb. 15 |

### 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</td>
</tr>
<tr>
<td>Joint programs - with another</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></td>
</tr>
<tr>
<td>(including Early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College High School and dual enrollment programs offered at the high school)

…Student can obtain 50 percent or more credits toward program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Yes</th>
<th>Prospectus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
</tbody>
</table>

…Student can obtain 25-49 percent of credit

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Prior to implementation</th>
<th>Letter of Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Yes</td>
<td>NA</td>
<td>NA</td>
<td>Letter of Notification</td>
</tr>
</tbody>
</table>

…Student can obtain 24 percent or less

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</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></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 |          |
| 3     | President’s Staff approves new site | President’s Staff |          |
| 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>VP for Instruction and Student Services; NRCC’s Accreditation Liaison</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td></td>
<td><em>For 25 – 49 percent of credit:</em> VP for Instruction and Student Services and NRCC’s Accreditation Liaison prepare a letter of notification for submission to SACSCOC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>For 50 percent or more credit:</em> 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’s Accreditation Liaison</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>6</td>
<td><em>For 25 – 49 percent of credit:</em> 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>
### 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 Classes; Feb. 1 for</td>
</tr>
</tbody>
</table>
The Director of Institutional Research provides a tracking report for course offerings by individual sites.

### 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>Yes</td>
<td>Letter of Notification</td>
</tr>
<tr>
<td>...Offering 25-49 percent</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>No</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 two times (1997; 2008) 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>2</td>
<td>Member of President’s Staff assumes responsibility for negotiating</td>
<td>President’s Staff Member</td>
<td>Immediate</td>
</tr>
<tr>
<td></td>
<td>agreement/consortium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>---</td>
<td>---</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>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>NA</td>
<td>Copy of the signed agreement</td>
</tr>
<tr>
<td>... if the entity provides less than 25% of an educational program offered by the accredited institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 merger or consolidation. Therefore, NRCC does not anticipate seeking this type of Substantive Change.
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.

NRCC Internal Process

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

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 or identifies change of location for high schools offering dual enrollment courses</td>
<td>NRCC Employee</td>
<td></td>
</tr>
</tbody>
</table>
NRCC’s Accreditation Liaison prepares a letter of notification for submission to SACSCOC with new address and starting date

<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

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></td>
<td></td>
<td></td>
<td></td>
<td></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 included with letter of 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 40-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 40-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 95).

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 submits to VCCS

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 notified of DCRC’s action

Vice President’s Office makes notifications and changes to Catalog

Vice President’s Office notified

Approved

Denied
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 95).**
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 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
    - Denied
    - Returned to dean for appropriate action

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

  - Substitution within a program(s) must be reviewed by the C & I Committee and approved by the Vice President
    - No
      - Course submitted to appropriate dean for scheduling

- Yes

- Revisions made to MCF
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>Credit</th>
<th>Non-credit</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 **NOT** needed for Career Studies Certificates.

Refer to Table 5-3 for Program Review and Approval Process on page 11.
Need for new Career Studies Certificate

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

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

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

Published in Catalog
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.

**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/](http://courses.vccs.edu/) for course descriptions, credit hours, etc. from the VCCS Website.
SPECIALIZATIONS

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

1. **The faculty member prepares a track sheet and attaches descriptions of courses comprising the specialization.**

2. **The faculty member reviews the request for a new specialization with the appropriate dean and completes a Program Audit Worksheet located on the shared drive (page 95).**

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

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

Published in Catalog

Denied
SPECIALIZATION CHECKLIST
Academic Services & Research

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

Documents and Sections - Proposals should include the following below:

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

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

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

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

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

Resources:
• Master Course File - http://courses.vccs.edu/ 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>
</tr>
<tr>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>3</td>
</tr>
<tr>
<td>PHI 220</td>
<td>3</td>
</tr>
<tr>
<td>HLT 105</td>
<td>1</td>
</tr>
<tr>
<td>BUS 111</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>3</td>
</tr>
<tr>
<td>HRI 106</td>
<td>3</td>
</tr>
<tr>
<td>HRI 119</td>
<td>3</td>
</tr>
<tr>
<td>HRI 128</td>
<td>3</td>
</tr>
<tr>
<td><strong>HRI 145</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>HRI 158</td>
<td>3</td>
</tr>
<tr>
<td><strong>HRI 206</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>HRI 207</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>HRI 215</td>
<td>3</td>
</tr>
<tr>
<td><strong>HRI 219</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>HRI 220</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>HRI 225</td>
<td>3</td>
</tr>
<tr>
<td>HRI 251</td>
<td>3</td>
</tr>
<tr>
<td>HRI 280</td>
<td>3</td>
</tr>
<tr>
<td>HRI 290</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total CR:</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

This document is located on the VCCS website: ASR Course and Program Development and S:\Forms C&I\curriculum\Checklist Specialization.pdf
NEW CERTIFICATES/DIPLOMAS
(Non-Degree Programs)

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

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

   If the program is currently offered in the VCCS, but not at NRCC, follow the process described in the Existing Certificates/Diplomas in the VCCS section of this manual (page 55).

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

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 State Board’s consideration

State Board’s Action

Denied

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

Approved

Vice President’s Office makes appropriate notifications and additions to Catalog

54
New Certificate Program Approval or Program Title Change Submission Requirements

1) Cover Letter
2) SCHEV Cover Sheet
3) Table of Contents
4) Proposal
   a. Purpose: “X” institution is requesting approval for the following program change:
      To (rename or approve) certificate program name or new name here.
   b. Background: Reason for the change of title or for the new certificate program
   c. Rationale: Justification for the change of title or for the new certificate program as well as a list of institutions with similar certificate programs or titles.
   d. Curriculum: Curriculum as a result of the name change or new program. Include a list of the courses.
   e. Resources: Any new funds required for the new certificate program or title change.
   f. Appendices: Any additional info.

This document is located on the VCCS website: ASR Course and Program Development and S:\Forms C&I\curriculum\VCCS New Certificate Program Approval or Program Title Change Submission Requirements.docx
CERTIFICATE PROGRAM PROPOSAL
GUIDELINES, CHECKLIST & SAMPLE TABLE OF CONTENTS
Academic Services & Research
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 Heather MacLeod, VCCS Coordinator of Academic Programs
(mmacleod@vccs.edu).

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

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

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

Chief Academic Officer: (Print Name):  

Chief Academic Officer: (Provide signature and date):  

College:  

56
Institution: ________________________________
Program Title: ________________________________
CIP Code: __________________ VCCS Code: __________________
Date of Review by System Office: ________________
Reviewer Name (System Office): ________________________________

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

Documents and Sections - Proposals should include the following below:

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

_____ SCHEV Program Proposal Cover Sheet completed

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Program duplication**

- Include evidence that the proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Describe how the curriculum of the proposed program is similar to and different from other programs in the state.
SCHEV Projected Enrollment Table http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions, page 17) completed for years 1 through 4 – figures used here should match figures used on VCCS Form 102 and in the Student Demand section of the proposal narrative.

Projected Resource Needs

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

Gainful Employment

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

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

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

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

• All requirements for certificates must be satisfied. The requirements may be found at the following site http://www.boarddocs.com/va/vccs(Board.nsf/Public# (Under Policies, Section 5 Educational Program, Section 5.1.1 Diploma and Certificate Programs in the Policy Manual).

Resources:

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

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

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

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

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

Name of Certificate:
CIP Code:
Initiation Date:

Description of the Proposed Program
  Program Purpose
  Relation to Mission and Strategic Plan
  Number of Credit Hours
  Admission Criteria
  Target Audience
  Time to Complete for Full-Time and Part-Time Students Course
  Delivery Format
  Student Retention Plan Program
  Assessment
  Program-Specific Learning Outcomes
  Benchmarks for the Program Administration of
  the Program Relationship to Existing Programs
  Collaboration

Need for the Proposed Program
  Justification for the Program
  Employment Demand Student
  Demand

SCHEV Student Projected Enrollment Chart Program
Duplication
Projected Resource Needs
Appendices

Appendix A: VCCS 102 Form, Request for New Curriculum Appendix

B: Courses Required for the Proposed Program

Appendix C: Semester by Semester Curriculum (Catalog Layout)

Appendix D: Letters of Support from Employers

Appendix E: Blank Student Demand Survey (if selected as student demand data set)

Appendix F: Letters/Emails of Support from Students (if selected as student demand data sets)

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

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

Vice President’s Office notified of Chancellor’s action

Vice President’s Office makes appropriate notifications and additions to Catalog

Denied

Returned to dean for appropriate action

Approved

Denied

Denied

Approved
<table>
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<tr>
<th></th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>A two-year curriculum with an emphasis in a</td>
<td>A curriculum that consists of a minimum of 30</td>
<td>A program of study of not less than 9 nor more</td>
</tr>
<tr>
<td></td>
<td>career/technical area</td>
<td>semester credit hours</td>
<td>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                                    | • 25% of courses must be taken at home institution.  
|                        | • Graduation honors eligible                 | • 2.0 GPA                                    | • Graduation honors eligible               |
|                        |                                              | • Graduation honors eligible                 | • 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

1. Need for new Major
2. Faculty member(s) and appropriate dean prepare documentation.
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

   - Denied
     - Returned to dean for appropriate action
     - Approved
     - Vice President’s Office presents to Curriculum Committee of College Board

   - Denied
     - Action by College Board based on recommendation of Curriculum Committee
     - Approved
     - Vice President’s Office submits to VCCS for State Board’s consideration

   - Denied
     - State Board’s Action
     - Approved
     - Vice President’s Office notified of State Board’s action

   - Approved
     - 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.

71
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.
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

Approved

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
Instructions
1. When the program proposal is being submitted to the system office for VCCS staff review please submit
   the proposal electronically to Heather MacLeod, VCCS Coordinator of Academic Programs
   (mmacleod@vccs.edu).

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

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

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

Chief Academic Officer: (Print Name):

Chief Academic Officer: (Provide signature and date):

College:
Institution: __________________________ AA&S: _____ AAS: ________
Program Title: __________________________
CIP Code: __________________________ VCCS Code: __________________________
Date of Review by System Office: __________________________
Reviewer Name (System Office): __________________________

Proposal Format

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

Documents and Sections - Proposals should include the following below:

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

_____ SCHEV Program Proposal Cover Sheet completed

_____ Letter from the chief academic officer – signed.
The letter should contain the following information:

- Describe the institution’s commitment to the proposed program (in terms of faculty, financial, and physical resources);
- Explain how the proposed program will fit with the institution’s mission and strategic plan and;
- Describe funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it, including certificates, diplomas, or degrees proposed for closure or consolidation.

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

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

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

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

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

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

- What are the admission criteria for the proposed program?

- Who is the target population for the proposed program?

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

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

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

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

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

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

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

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

- Is the proposed program an expansion of an existing certificate or career studies certificate?

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

_Credits in the Program_ - How many credit hours are required for the proposed degree?

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

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

_Assessment_ 

With the assistance of the institution’s director of assessment or the assessment office, complete the following items (for both general education & program-specific outcomes):

- What learning outcomes (knowledge and skills) are graduates expected to demonstrate?

- When and how does the institution plan to assess student learning?

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

- What are the benchmarks by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into transfer studies, and satisfaction of employers and graduates with the program. Information should be provided about how the data in the benchmarks will be collected.

- Is this program an expansion of an existing certificate, or career studies certificate? If so, what courses or faculty will be added? Will approval of the program result in closure of the existing certificate, or career studies certificate?

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

Justification provided background information for program development

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

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

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

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

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

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

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

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

**Program duplication**

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

**SCHEV Projected Enrollment Table**

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

**Projected Resource Needs**

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

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

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

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

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

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

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

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

Resources:

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

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

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

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

Description of the Proposed Program:

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

Need for the Proposed Program:

  Justification for the Program:
  Employment Demand (for applied programs)
  Student Demand

SCHEV Student Projected Enrollment Chart

Program Duplication

Projected Resource Needs:

  Part A: General Budget Information
Part B: Number of FTE Positions needed for the Program
Part C: Estimated Resources Needed to Initiate and Operate the Program
Part D: Certification Statement

Estimated $$ and funding sources
Statement of Impact/Funding Sources
Secondary Certification

Appendices:

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

This document is located on the VCCS website: ASR Course and Program Development and S:\Forms C&I\curriculum\ Checklist Degree Program Proposal Guidelines.pdf
**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**
**PROGRAM PROPOSAL COVER SHEET**

1. Institution

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

3. Name/title of proposed program

4. CIP code

5. Degree/certificate designation

6. Term and year of initiation

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

7b. CIP code (existing program)

8. Term and year of first graduates

9. Date approved by Board of Visitors

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

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

12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).
    - Departments(s) or division of
    - School(s) or college(s) of
    - Campus(es) or off-campus site(s)
    Mode of delivery: face-to-face ______ distance (51% or more web-based) ______ hybrid (both face-to-face and distance) ______

13. Name, title, telephone number, and e-mail 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 this program proposal.

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This document is located on the S:\Forms C&I\curriculum\SCHEV Program Proposal Cover Sheet.docx
SCHEV State-Level Requirements for Universities and Community Colleges

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

Effective: April 1, 2016

I. Council’s Statutory Duties Related to Academic Programs at Public Institutions

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

- “Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.” (§ 23.1-203(5))
- To consider programs while developing 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.” (§ 23.1-203(1))
- “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.” (§ 23.1-203(3))
- “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.” (§ 23.1-203(8))
- “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.” (§ 23.1-203(15))
- “Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties.” And, “insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.” (§ 23.1-203(27-28))

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 of Virginia…” (Code of Virginia, § 23.1-203)
II. Policy Statements on Academic Programs at Public Institutions

A. Introduction
It is the intent of this policy to support fulfillment of Council’s statutory duties by providing transparent guidance and establishing a context within which SCHEV and public institutions may work collaboratively to advance higher education and ensure quality academic programming in the Commonwealth. This policy seeks to fulfill Council’s statutory responsibilities and duties without burdening public institutions with overly complex procedures. 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.

B. Degree Program Common Core Requirements
Curriculum leading to the award of an associate’s, bachelor’s, master’s, professional, or doctoral degree; is identified by a separate CIP code in the SCHEV program inventory; and, is listed on the student diploma. All curricula under the CIP code share a common core of courses\(^1\). Various groupings of fewer courses may be used to define a variety of related support areas that do not appear on the diploma. Support areas are designated as: concentration, emphasis, focus, major, option, or track. Support areas developed after a degree program has been approved by Council must maintain the focus of the degree program and the common core requirement of the degree program. Council approval is not required to add new support areas to an existing degree program.

\(^1\)Common core requirements:
- Bachelor’s degree: 25% of total credit hours required for the degree, excluding general education core
- Master’s degree: 50%* of total credit hours required for the degree
- Doctor’s degree: 25% of total credit hours required for the degree

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

C. 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.

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. Council approval is not required to award a certificate.
**CIP code change:** change made in an existing six-digit CIP code designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code to respond to changes in the field or to better reflect the intent of the program. SCHEV staff approval is required for a CIP code change.

**Degree designation change:** addition or change made in an existing degree designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis. For example, 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 Fine Arts to the M.F.A. SCHEV staff approval is required for a change in degree designation. For an institution seeking to remove a degree designation, see Program Discontinuance, below.

**First-professional degree:** curriculum that includes theory and practice of the basic body of knowledge and skills required to function as an entry-level professional in certain occupational fields recognized for reporting purposes by the U.S. Department of Education. These programs must meet the following criteria: (1) completion of the academic prerequisites to begin practice in the profession; (2) requires at least two years of college-level study prior to entering the program; (3) total registered time to degree, including both pre-professional and professional study, equals at least six academic years. First professional degrees, while sometimes called doctoral degrees, are distinguished from research doctorates in that they do not include a required component of original research. First professional degrees may be awarded in the following fields:

- Chiropractic (D.C., D.C.M.)
- Optometry (O.D.)
- Dentistry (D.D.S., D.M.D.)
- Osteopathic Medicine (D.O.)
- Divinity/Ministry (M.Div.)
- Pharmacy (Pharm.D.)
- Law (L.L.B., J.D.)
- Podiatry (Pod.D., D.P., D.P.M.)
- Medicine (M.D.)
- Veterinary Medicine (D.V.M.)
- Rabbinical and Talmudic Studies (M.H.L., Rav)

**Modified program:** a simple or substantial change to the curriculum of an existing degree program in the SCHEV Degree Inventory. Modified programs must meet the minimum requirements for the common core (see page 2 of this document). The two types of modification are "simple" and "substantial" and require different documentation. Simple modifications to a degree program are reported to SCHEV. SCHEV staff approval is required for a "substantial" modification to a degree program. No change in the degree designation or CIP code is permitted for a modified degree program.

**New 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 by indicating in SCHEV’s program 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 is suggested. 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.

Action taken to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV’s program inventory the dates for which no new enrollments and no new graduates must be reported. The intent to close a degree designation of a program in a Critical Shortage area requires additional information. SCHEV staff approval is required to remove a degree designation from a program.

Program merger:
1. Merger of two or more programs into an existing program in the SCHEV program inventory. Merged programs must meet the minimum requirements for the common core (see page 2 of this document). Research-based graduate degrees (thesis and dissertation option) are different in kind from course work-based undergraduate and graduate degrees in that didactic work is chosen to provide specific background for the proposed research. For research-based graduate programs, the merged programs must share a recognized academic relationship and must have the same minimum requirements for credit hours in terms of didactic and thesis/dissertation work. SCHEV staff approval is required for this type of program merger.

2. Consolidation of two or more programs into a new degree program with a new CIP code and degree title. Existing programs and the consolidated new program must meet the minimum requirements for the common core (see page 2 of this document). For research-based graduate programs, see requirements above. SCHEV staff approval is required for this type of program merger.

Program name/title change: change made in an existing program title (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new program title replaces the current program title (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.

Spin-off program: curriculum that expands an existing degree program into a stand-alone degree at the same degree level and does not change its essential character, integrity, or objectives and shares at least the first two digits of the existing program’s CIP Code; shares at least three-quarters of courses with the existing degree program; requires minimal or no additional faculty; and, is funded through internal reallocations or private funds and does not require additional state funding. SCHEV reserves the right to determine whether a proposal is considered a new program or a spin-off program, and SCHEV staff approval is required to confer a spin-off degree.
D. “New” and “Spin-Off” Academic Degree Programs

1. Background
By Council action in March 2002, distinctions were established between “new degree programs” and “spin-off degree programs” within SCHEV’s approval process. The purpose of this action was to clarify and streamline program-approval procedures. As a result of this action, while the Council will continue to formally approve all new programs, SCHEV staff have been delegated the responsibility for approval of spin-off programs that meet the criteria specified in these policies and procedures. New and spin-off degree programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

By Council action in March 2011, all degree program proposals not recommended for approval by SCHEV staff shall be reported to Council's Academic Affairs Committee. The Academic Affairs Committee may elect to consider any proposal not recommended for approval and shall provide guidance to staff as to the final disposition of the proposal.

2. New Academic Programs
A public institution’s Board of Visitors or the State Board for Community Colleges must approve each proposal for a new academic program prior to its submission to the Council. Board approval is the culminating step in a series of reviews by curriculum committees at the department, college, and university levels, as well as by each chief academic officer. For this reason, Council defers to the respective boards’ authority for determining the appropriateness of proposed curricula, course descriptions, faculty credentials, and library resources, as well as student admission, continuation, and exit requirements. Meanwhile, the Council’s consideration of proposals will center on system-wide aspects of each new program.

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 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?
**Dumlication.** 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 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, etc.? Will the 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?

3. **Spin-Off Academic Programs**

   Some proposals submitted to the Council seek approval for programs that are extensions or outgrowths of existing curricula (minors, majors, tracks, options, or concentrations). Such “spin-off” programs use predominantly existing courses, existing faculty, and reallocated institutional resources. The Council has delegated the authority for approval of such proposals to SCHEV staff. This spin-off designation and its associated procedures are expected to expedite approvals of such programs while also supporting institutional flexibility, responsiveness to the needs of business and industry, and entrepreneurial initiatives. Both new and spin-off programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

E. **Modified Degree Programs**

   Some proposals submitted to the Council seek approval for programs that have modified degree requirements from the original degree program approved by SCHEV. Modified curriculum requirements may seek to address evolution in the discipline/field, respond to the needs of business and industry, or address changes mandated by discipline specific accrediting agencies. Criteria for considering a change to constitute a “modification” to a degree program as approved by Council include:

   1. Changes in the degree program delivery format from what was in the originally proposal approved by SCHEV.
   2. Changes to licensure qualifying status of a course of study.
   3. Significant changes to the core curriculum, purpose, focus, or identity of the program.
   4. Total credit hour changes to a degree program.
Modifications of degree programs are classified as simple or substantial. Simple modifications are revisions that are within the original justification for Council's approval, and which are reported to SCHEV. Substantial modifications involve revisions that are beyond the scope of the original justification(s) for Council's approval, and which require approval by SCHEV.

Simple modifications to a degree program include:

1) Adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the program as approved by Council.
2) Increasing or decreasing the total credit hours of a degree program by fewer than six credits.

Substantial modifications to a degree program include:

1) Changing or altering the program requirements in a way that results in a significant change to the core curriculum, purpose, focus, or identity of the program as approved by the Council or alters the requirements for the common core as determined by Council (see page 2 of this document).
2) Converting a degree program to a new delivery format while ceasing to offer the program in the format in which it was approved by Council.
3) Increasing or decreasing the total credit hours by six (6) to twelve (12) credits.
4) Licensure option is added to or removed from a degree program as approved by Council.

Bachelor and Associate level degree programs must demonstrate strong evidence to increase or decrease the total credit hours. Council approval may be required for substantial modifications. Increasing or decreasing the total credit hours of a degree program by more than twelve (12) credits is a new degree program and should be submitted using the procedures for a new degree program. Council approval is required.

The Council has delegated the authority for approval of program modification proposals to SCHEV staff. Final authority for degree program modifications remains with the Council. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

F. Technical Changes, Program Mergers, and Intent to Discontinue Programs

Institutions may propose program actions such as technical changes (CIP code, degree designation, name/title) 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. 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Forms needed (along with College Transmittal form)</th>
<th>Approval Process</th>
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<tbody>
<tr>
<td>Majors and Degree</td>
<td>SCHEV Intent to Discontinue an Academic Program</td>
<td>• College Board approval</td>
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<td>• AS&amp;R recommendation</td>
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<td>• Academic Services &amp; Workforce SBCC Comm. recommendation</td>
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<td>• SCHEV notify</td>
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</tbody>
</table>

91
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
<table>
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<tr>
<th>Program Discontinuance Approval Process</th>
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| Key: |
| R = Review/Recommend |
| A = Approve |
| N = Notification/Reported To |

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<tr>
<th>Courses</th>
<th>Career Studies Certificates</th>
<th>Certificates</th>
<th>Diplomas</th>
<th>Degree Programs</th>
<th>Majors</th>
<th>Specializations</th>
</tr>
</thead>
</table>

**Local Level**

| Curriculum Advisory Committee | -- | R | R | R | R | R | R |
| College Curriculum Committee | -- | R | R | R | R | R | R |
| College Administration | A | A | A | A | A | A | A |
| College Board | -- | A | A | A | A | A | A |

**State Level**

| VCCS AS&R Staff | A* | N | R | R | R | R | N |
| Chancellor | -- | -- | A | -- | -- | -- | -- |
| Academic Services & Workforce SBCC Committee | -- | -- | -- | -- | R | R | -- |
| State Board for Community Colleges | -- | -- | -- | A | A | A | -- |
| SCHEV | -- | -- | N | N | N | -- | -- |

*If being discontinued at the System level*
REQUEST FOR PROGRAM DISCONTINUANCE

I. PROGRAM LEVEL (Check the program level below that applies)
   □ CERTIFICATE   □ DIPLOMA   □ CSC

II. PROGRAM CHARACTERISTICS
   A. Name of College _____________________________________
   B. Program Title_______________________________________
   C. VCCS Program Code________________________________
   D. Program Start Date__________________________________
   E. Catalog Description
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
   F. Date of Approval of Request for Discontinuance by Local College Board _________________________
   G. Date of Graduation of Last Student in Program___________
   H. List the names of the program(s) students will be referred to due to this discontinuance.
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________

III. REASON(S) for DISCONTINUANCE
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________
      ______________________________________________________

Submitted by________________________ Name_________ Title_________ Date_________
## FORMS

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

<table>
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<tr>
<th>FORM</th>
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<tr>
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<td>2. Program Audit Worksheet–AA&amp;S (Transfer Programs)</td>
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<td>3. Checklist Career Studies Certificate</td>
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<td>4. Checklist Certificates Proposal Guidelines</td>
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<td>5. Checklist Degree Program Proposal Guidelines</td>
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<td>6. Checklist Specialization</td>
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<td>7. Curriculum and Instruction Committee Transmittal</td>
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**NOTE:**
* The VCCS code for all Career Studies Certificates (CSC) begins with 221

**PROGRAM TOTALS:**
- AA&S Degrees: 7
- AA&S Specializations: 4
- AAS Degrees: 13
- AAS Specializations: 9
- Diplomas: 2
- Certificates: 8
- Career Studies Cert.: 31