



Curriculum Development Manual

Revised 2025

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INTRODUCTION

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

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

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

Curriculum and Instruction Committee

TIMELINE

2025-2026

| DATE | MEETING/DEADLINE | ACTION |
|------------------|------------------|--|
| October 1 | Deadline | Faculty submission of new and/or revised programs to the academic deans |
| October 3 | Deadline | Dean submission of new and/or revised programs to Vice President's Office |
| October 14 | Meeting | Vice President's Staff to review and approve program submissions |
| October 28 | Deadline | Vice President's Office submits curriculum proposals to C & I committee |
| November 5 | Deadline | C & I committee makes recommendations to Vice President on program submissions |
| December 1 | Meeting | Board approval of program submissions for upcoming Catalog |
| January - August | – | Research and development of new programs |

NOTE:

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

NRCC Curriculum Review Process (Deadlines for Catalog Publication)

Step 1: Faculty Submission

Action: Faculty submit new or revised program to the appropriate dean.

Deadline: October 1

Step 2: Dean Review and Presentation

Action: Dean reviews the submission and presents it to the Vice President's Staff. Meeting Date: October 3

Step 3: Vice President's Staff Review

Action: Vice President's Staff evaluates the program for compliance with VCCS and SCHEV guidelines.

Meeting Date: October 14

Step 4: Submission to C&I Committee

Action: Vice President submits recommendation from Vice President's Staff to the Curriculum and Instruction (C&I) Committee.

Deadline: October 28

Step 5: C&I Committee Review

Action: C&I Committee reviews the program for academic issues.

Step 6: Final Recommendation to Vice President

Action: Based on the C&I Committee's recommendation, the Vice President makes a final determination.

Deadline: November 5

Step 7: Submission to College Board

Action: Vice President submits the program to the College Board for appropriate action.

Meeting Date: Approximately December 1

Step 8: Submission to VCCS

Action: Vice President transmits the program, with endorsements from both the C&I Committee and the College Board, to the Virginia Community College System (VCCS).

Outcome Paths

If not approved at any stage, the program is returned to the dean for revision or other action.

If approved, the process continues to the next step.

Additional Notes

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. **Must have 16 or more credits to be eligible for financial aid.** Exempt from SCHEV and VCCS Table 5-1 requirements (page 16).

| | |
|------------------------------------|---|
| Catalog | The current New River Community College online Catalog . |
| Common Curricula | A common curriculum is a set of courses leading to a degree or certificate that has been developed by a statewide faculty group. (See Section 5.2 for policy on development of common curricula.) Such curricula may be established for transfer or career-technical programs. If a common curriculum exists, it will be posted to the VCCS intranet maintained by Academic and Workforce Programs Unit, VCCS System Office, and followed by all colleges that offer the program. |
| Degree Program | A degree program is a coherent curriculum comprised of 100- and 200-level courses leading to the award of an associate degree; is identified by a six-digit CIP code used for reporting purposes to external agencies and in the SCHEV Degree and Certificate inventory; and is listed on the student's diploma and academic record. CIP Codes are assigned by the System Office and are consistent for a given degree program offered at any VCCS college. (See Courses & Programs) |
| Major | A major is a grouping of 100 and 200-level courses that define a discipline or interdisciplinary specialty within a degree program; listed under a common CIP code of the parent degree; and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as a minimum of 25% of total credits required for the degree (15-18 credits), excluding the general education core. |
| 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 diploma programs are exempt from SCHEV and VCCS Table 5-1 requirements (page 16). |
| Program Proposal | A program proposal consists of all of the elements of documentation required by SCHEV to support the addition of a new <u>degree program</u> . Majors, specializations and non-degree programs do <u>not</u> require preparation of a SCHEV program proposal. (See VCCS Degree Program Proposal Guidelines and Checklist on page 80) |
| SCHEV | State Council of Higher Education for Virginia. |
| Specialization | A specialization is an area of concentration within an approved AAA or AAS degree, varying from the parent major by 9-15 credit hours. |
| 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 . |
| 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 Health Professions, the Dean of Student Services, the Dean of Instructional Services and Innovation Education, the Director of Library Services, the Financial Aid Manager, and Assessment & Program Review Specialist. |

OVERVIEW

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

Table 5-3
Review & Approval of Transfer Degree Programs and Majors

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

VCCS Policy Manual – Section 5.2.0.1 Review and Approval of Career/Technical Programs

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

Table 5-4
Review and Approval of Career/Technical Programs

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

VCCS Policy Manual – Section 5.2.1 Discontinuance of Programs (SB)

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

GENERAL EDUCATION OBJECTIVES

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

1. **Civic Engagement** The ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.
2. **Critical Thinking** The ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.
3. **Written Communication** The ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.
4. **Quantitative Literacy** The ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will be able to calculate, interpret, and use numerical and quantitative information in a variety of settings.
5. **Professional Readiness** The ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Professionally ready degree graduates will be able to demonstrate skills important for successful transition into the workplace and pursuit of further education.
6. **Scientific Literacy** The ability to recognize and understand the scientific method, concepts, processes, and applications used in the pursuit of knowledge. Scientific literacy prepares individuals to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to apply the scientific method, and evaluate empirical information.

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

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

VCCS Policy Manual- Section 5

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

College Transfer Education

Associate of Arts (AA)

Associate of Fine Arts (AFA)

Associate of Science (AS)

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

Career/Technical Education

Associate of Applied Arts (AAA)

Associate of Applied Science (AAS)

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

Statement of New River Community College's Institutional Specific Degree Requirements

SACSCOC Principle 9.3 requires a minimum of 15 semester hours of general education course work for all associate degree programs. General education requirements must ensure “a breadth of knowledge” and include at least one course in the humanities/fine arts, one course in the social/behavioral sciences, and one course in the natural sciences/mathematics. General education courses should not “narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”

VCCS Policy Manual Section 5, Table 5-1 (next page) further specifies minimum requirements for all degrees in Table 5-1. These minimum requirements reflect 15 credits of general education for all degrees and 1-2 credits of student development.

Additionally, VCCS Policy 5.1.0.1 Computer Competency Requirements (SB) states that “each college must ensure that students are able to demonstrate college entry-level computer skills necessary for academic success and discipline-specific skills necessary for successful transfer or employment.”

In meeting these accreditation and policy requirements, NRCC prioritizes the following in each degree:

- CST 100 or CST 137 to develop students' oral communication skills.
 - CST 137 is a non-transferable course and also meets the humanities requirement for AAS degrees.
- A one-credit HLT/PED requirement alongside SDV 100 or SDV 101 to meet student development requirements.
- ITE 152/CSC 110 to meet computer competency requirements. (To include as appropriate discipline specific courses: ETR 180, BUS 226 or AST 232 if all SACSCOC and VCCS principles and guidelines are otherwise met)

These priorities are included in the program audit worksheet for each degree type. Exceptions to these priorities must be justified (e.g. common curriculum requirements) and presented during annual curriculum and instruction committee meetings.

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

| General Education: | Minimum Number of Semester Hour Credits | | | |
|--|---|----------------------------|--------------------|-----------------------------------|
| | (1) <u>AA</u> | (2) <u>AS</u> | (3) <u> </u> | (4) <u>AAA /</u> <u>AAS</u> |
| Communication | 6 ^(a) | 6 ^(a) | 6 ^(b) | 3-6 |
| Humanities/Fine Arts/Literature | 6 ^(c) | 6 ^(c) | 3-9 ^(b) | 3-6 |
| Social/Behavioral Sciences | 6 ^(d) | 6 ^(d) | 3-9 | 3-6 |
| Natural Sciences | 4 | 4-8 | 4 | 0-6 ^(e) |
| Mathematics | 3 | 3-6 | 3 | 0-6 ^(e) |
| Institutional Specific General Education Courses | 5-6 | 5-6 | 0 | 0 |
| Total for General Education = | 30-31 | 30-38 | 19-28 | 15^(g) |
| Other Requirements for Associate Degrees: | | | | |
| Student Development | 1-2 | 1-2 | 1-2 | 1-2 |
| Transfer Core ^(f) (columns 1-3) Career/technical courses (column 4) | 27-32 | 20-32 | 34-43 | 43-53 |
| Total for Degree = | 60-63 | 60-63^(h) | 60-63 | 60-69^(h) |
| Notes: | | | | |
| <p>^(a) Each of the courses in communication must be in written communication.</p> <p>^(b) One course in humanities/fine arts for the Fine Arts major must be a literature course.</p> <p>^(c) Each of the two courses cannot be from the same discipline area (e.g. humanities).</p> <p>^(d) One course in social/behavioral sciences must be a history course and the second required course cannot be history.</p> <p>^(e) A total of 3-6 semester hours is required in either natural sciences and/or mathematics for the AAA and AAS.</p> <p>^(f) Transfer core includes additional general education and/or major courses.</p> <p>^(g) As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.</p> <p>^(h) See Policy 5.1.0.0.4.6 for exceptions to the total credits allowed.</p> | | | | |

VCCS Policy Manual- Section 5



ACCREDITATION REQUIREMENTS
NRCC AWARDS

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

Updated 8/2/21

New River Community College

SACSCOC Substantive Change Notification Policy

Purpose

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

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

Policy

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

Substantive Change – Seeking More Advanced Level

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

NRCC Internal Process

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

Substantive Change – Expansion at Current Degree Level

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

NRCC Internal Process

The College has a defined cycle for submission of proposals for new programs. Program proposals are submitted by October 1 for offering programs during the following academic year (i.e., program proposals are submitted ten (10) months prior to

their being offered). When the College anticipates opening a new associate degree, diploma, certificate, or career studies certificate that **differs significantly** from existing programs, the College will follow the procedure outlined below.

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

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

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

Substantive Change – Initiating a Branch Campus

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

NRCC Internal Process

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

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

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

NRCC Internal Process

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

Substantive Change – Initiating Other Certificate Programs

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

| | | | | | |
|--|---|-----|----------|-----|------------|
| ...that is a significant departure from previously approved programs | 1 | Yes | 6 months | Yes | Prospectus |
|--|---|-----|----------|-----|------------|

NRCC Internal Process

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

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

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

NRCC Internal Process

The only possible change to the educational mission of NRCC would be a transformation from a community college to a four-year institution, which would be

covered under “Substantive Change – Seeking More Advanced Level.” As an institution operating under the authority of the Virginia Community College System, NRCC does not anticipate seeking this type of Substantive Change.

Substantive Change – Initiating Joint or Dual Degrees with Another Institution

| Types of Change | Procedure | Prior Notification Required | Time Frame for Contacting COC | Prior Approval Required | Documentation |
|--|-----------|-----------------------------|-------------------------------|-------------------------|---|
| Initiating joint or dual degrees with another institution: (See:—Agreements Involving Joint and Dual Academic Awards” | | | | | |
| Joint programs - with another SACSCOC accredited institution | 2 | Yes | Prior to implementation | NA | Copy of signed agreement and contact information for each institution |
| - with an institution not accredited by SACSCOC | 1 | Yes | 6 months | Yes | Prospectus |
| Dual programs | 2 | Yes | Prior to implementation | No | Copy of signed agreement and contact information for each institution |

NRCC Internal Process

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

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

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

The VCCS has no policies or procedures allowing for the award of such dual degrees.

NRCC does not anticipate seeking this type of Substantive Change.

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

| Types of Change | Procedure | Prior Notification Required | Time Frame for Contacting COC | Prior Approval Required | Documentation |
|---|-----------|-----------------------------|-------------------------------|-------------------------|------------------------|
| Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) | | | | | |
| ...Student can obtain 50 percent or more credits toward program | 1 | NA | NA | Yes | Prospectus |
| ...Student can obtain 25-49 percent of credit | 2 | Yes | Prior to implementation | NA | Letter of Notification |
| ...Student can obtain 24 percent or less | NA | NA | NA | NA | NA |

NRCC Internal Process

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

| Steps | Procedure | Responsibility | Timeline |
|-------|--|---|-------------------------|
| 1 | NRCC planning process identifies the need to offer program(s) at a new site. | NRCC Employee | |
| 2 | Proposed new site is evaluated: A. List of course offerings B. Analysis of level of program offerings (25 percent/50 percent or more) | President's Staff Member | |
| 3 | President's Staff approves new site | President's Staff | |
| 4 | 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 | VP for Instruction and Student Services; NRCC Accreditation Liaison | Prior to implementation |

| | | | |
|---|--|--|--|
| | 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 For 50 percent or more credit: The President's Office sends the Prospectus to SACSCOC | President's Office President's Office | Prior to implementation Prior to implementation |

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

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

| | | | |
|---|--|--|-------------------------|
| | 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 |
| 6 | For 25 – 49 percent of credit: The President's Office sends the letter of notification to SACSCOC | President's Office | Prior to implementation |
| | For 50 percent or more credit: The President's Office sends the Prospectus to SACSCOC | President's Office | Prior to implementation |

Substantive Change – Expansion of Program Offerings at Previously Approved Sites

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

NRCC Internal Process

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

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

| | | | |
|---|---|------------------------------------|--|
| | Accreditation Liaison of the intent to expand program offerings at the previously approved site | | Classes; Feb. 1 for Summer or Fall Semester Classes |
| 3 | The Director of Institutional Research provides a tracking report for course offerings by individual sites. | Director of Institutional Research | Upon request |

Substantive Change – Program Length

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

NRCC Internal Process

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

Substantive Change – Initiating Distance Learning

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

NRCC Internal Process

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

| Steps | Procedure | Responsibility | Timeline |
|-------|---|---|----------|
| 1 | The Dean of Instructional Services and Innovation maintains a matrix of courses offered through distance learning; this matrix maps courses to programs of study | Dean of Instructional Services and Innovation | On-going |
| 2 | Faculty submit a Course Proposal Form, signed by the appropriate Academic Dean, to the Dean of Instructional Services and Innovation to request addition of new distance learning course | Faculty; Academic Dean; Dean of Instructional Services and Innovation | On-going |
| 3 | The Dean of Instructional Services and Innovation 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 | Dean of Instructional Services and Innovation | Jan. 30 |

Substantive Change – Contractual Agreements or Consortium

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

NRCC Internal Process

As a member of the Virginia Community College System, NRCC may initiate programs or courses through a contractual agreement or consortium with other colleges in the

VCCS. When such an arrangement occurs, the College will follow the procedure outlined below.

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

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

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

NRCC Internal Process

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

Substantive Change – Merger/Consolidation

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

NRCC Internal Process

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

Substantive Change – Changing Governance

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

NRCC Internal Process

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

Substantive Change – Relocation of Main or Branch Campus

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

NRCC Internal Process

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

Substantive Change – Moving Off-Campus Site

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

NRCC Internal Process

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

| Steps | Procedure | Responsibility | Timeline |
|-------|---|----------------------------|-------------------------|
| 1 | NRCC planning process identifies need for moving the college’s off-campus site or identifies change of location for high schools offering dual enrollment courses | NRCC Employee | |
| 2 | NRCC’s Accreditation Liaison prepares a letter of notification for submission to | NRCC Accreditation Liaison | Prior to implementation |

| | | | |
|---|--|--------------------|-------------------------|
| | SACSCOC with new address and starting date | | |
| 3 | The President's Office sends the letter to SACSCOC | President's Office | Prior to implementation |

Substantive Change – Change from Clock to Credit Hours

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

NRCC Internal Process

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

Substantive Change – Program Length

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

NRCC Internal Process

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

Substantive Change – Degree Completion Programs

| Types of Change | Procedure | Prior Notification Required | Time Frame for Contacting COC | Prior Approval Required | Documentation |
|-----------------|-----------|-----------------------------|-------------------------------|-------------------------|---------------|
|-----------------|-----------|-----------------------------|-------------------------------|-------------------------|---------------|

| | | | | | |
|---------------------------------------|---|----|----|-----|------------|
| Initiating degree completion programs | 1 | NA | NA | Yes | Prospectus |
|---------------------------------------|---|----|----|-----|------------|

NRCC Internal Process

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

Substantive Change – Program Closure

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

NRCC Internal Process

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

| Steps | Procedure | Responsibility | Timeline |
|-------|--|---|----------|
| 1 | The division/unit offering the program prepares a program closure proposal for submission to the College’s Curriculum and Instruction Committee (C&IC) | Academic dean or Workforce Development VP | Oct. 1 |
| 2 | The College’s C&IC approves the program closure and forwards it to C&IC of the local College Board | VP for Instruction and Student Services | Dec. 1 |

| | | | |
|---|--|---|----------|
| 3 | The local College Board approves the program closure | VP for Instruction and Student Services | Mid-Dec. |
| 4 | The VP for Instruction and Student Services informs the VCCS System Office of the program closure | VP for Instruction and Student Services | Jan. 15 |
| 5 | The VP for Instruction and Student Services and NRCC's Accreditation Liaison prepare a letter of notification with either a description of the internal teach-out plan or a copy of the teach-out agreement with another institution | VP for Instruction and Student Services; NRCC Accreditation Liaison | Feb. 1 |
| 6 | The President's Office sends the letter with accompanying teach-out plan to SACSCOC | President's Office | Feb. 15 |

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

Substantive Change – Acquisition of Program or Site

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

NRCC Internal Process

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

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

| Types of Change | Procedure | Prior Notification Required | Time Frame for Contacting COC | Prior Approval Required | Documentation |
|--------------------|--------------------|-----------------------------|-------------------------------|-------------------------|---------------|
| Adding a permanent | See SACSCOC policy | Yes | 6 months | Yes | Prospectus |

| | | | | | |
|--|--|--|--|--|--|
| location at a site where the institution is conducting a teach-out for students from another institution that is closing | “Mergers, Consolidations and Change of Ownership: Review and Approval” | | | | |
|--|--|--|--|--|--|

NRCC Internal Process

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

Conclusion

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

.....

Addendum

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

OVERVIEW

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

**Table 5-7
Review and Approval of Course Revisions and New Courses**

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

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

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

NEW COURSES

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

1. **The faculty member should check the VCCS Courses & Programs**, also known as the Master Course File (MCF), found on the [VCCS Web Page](#). 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 144).**
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 40).**
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 Approval Process

Step 1: Course Development

Need Identified: A new course is needed.

Action: Faculty prepare a course plan and complete VCCS 103 and 104 forms.

Submission: Forms are submitted to the appropriate dean.

Step 2: Dean and Staff Review

Action: The dean presents the course proposal to the Vice President's Staff.

Step 3: Curriculum and Instruction Committee Review

Action: The faculty member or dean presents the proposal to the Curriculum and Instruction (C&I) Committee.

Step 4: Vice President Action

Action: The Vice President acts on the recommendation of the C&I Committee.

Step 5: Submission to VCCS

Action: The Vice President's Office submits the proposal to the Virginia Community College System (VCCS).

Step 6: Review and Approval

Review: VCCS Academic Services and Research (AS&R) Staff reviews the proposal.

Action: The Dean's Course Review Committee (DCRC) makes a final decision (approval or denial).

Notification: The Vice President's Office is notified of the DCRC's action.

Step 7: Course Added and Notifications Made

If Approved:

- The course is added to the Master Course File (MCF).
- The Vice President's Office updates the college catalog and makes appropriate notifications.

If Denied:

- The proposal is returned to the dean for appropriate action.

COURSE REVISION

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 144).**
 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 Course Approval Process

Step 1: Initial Review

Condition: The course exists in the Master Course File (MCF).

Action: If the course will be used exactly as described in the MCF, it may be scheduled without revisions.

If used as a program requirement or substituted within a program:

- The substitution must be reviewed by the Curriculum and Instruction (C&I) Committee and approved by the Vice President.

Step 2: Course Requires Revision

Action:

- Course plan and VCCS 103 and 104 forms are completed.
- The revised course is submitted to the appropriate dean.

Step 3: Dean and Staff Review

Action:

- Dean presents the revised course to the Vice President's Staff.

Step 4: Curriculum and Instruction Committee Review

Action:

- Faculty member or dean presents the revised course to the C&I Committee.

Step 5: Vice President Action

Action:

- The Vice President acts based on the recommendation of the C&I Committee.

Step 6: Submission to VCCS

Action:

- Vice President's Office submits the revised course to the Virginia Community College System (VCCS).

Step 7: VCCS Review

Review:

- The VCCS Dean's Course Review Committee (DCRC) reviews and makes a recommendation.

Decision:

- If approved, revisions are made to the Master Course File (MCF).
- If denied, the course is returned to the dean for appropriate action.

Notification:

- The Vice President's Office is notified of DCRC's decision.

Step 8: Catalog Update

Action:

- The Vice President's Office updates the college catalog and makes all required notifications.

Course Approval Guidelines for the Dean’s Course Review Committee

Introduction:

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

1. If the course meets the **bulk** of the following “Credit” criteria, it then proceeds to the next stage. Both credit and non-credit courses may contain a mixture from the two columns, but to qualify as a credit course, the proposal must be clearly distinguished as such according to the following table.
2. Credit courses also need to be evaluated for the appropriate level of instruction: <100 for “pre-college” level, 100 for college freshman level, or 200 for college sophomore level instruction, as indicated on the following “Course Level Guidelines”
3. The course also needs to be evaluated with respect to the nature of the course – lecture and/or laboratory. If the course content and description appear to meet the definition listed below, the course **MUST** contain an embedded laboratory component as part of the course description and contact hour configuration.

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

| <u>Credit</u> | <u>Non-credit</u> |
|---|--|
| Course content is structured and sequenced as part of a total curriculum that builds breadth and depth of understanding | Course content narrowly focused on discrete skills and knowledge |
| Requires preparation outside of class meetings and prerequisite skills /knowledge | Instruction self-contained in classroom |
| Instructor is facilitator of learning (guided discovery) in and out of class | Instructor provides direct supervision in the classroom |
| Content taught at post-secondary collegiate level | Content taught at multiple skill levels |
| Faculty must be academically qualified and credentialed with relevant experience and contributions to the field | Faculty may be qualified or credentialed on the basis of experience |
| Instructional activities are varied and designed to provide opportunities for exploring alternative approaches and perspectives on the subject matter | Instructional activities are narrowly focused to deliver content and provide opportunities for practice or application |
| Minimum standards must be met for success | Minimum attendance required for success |
| Requires an amount of reading, writing and critical thinking appropriate for college-level and complexity and variety of instructional materials | Content taught at multiple skill levels with corresponding instructional materials and limited focus |
| Results in integration, transfer of learning and making connections in broad context | Learning narrowly focused on discrete skills and knowledge |
| Learner-centered experience | Instructor-centered experience |
| Based on academic hour that includes student workload (out-of-class preparation/assignments) and delivery of content (contact hours) sufficient for credit hours assigned (usually 3:1) | Based on clock-hours of instruction |

Course Level Guidelines:

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

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

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

Laboratory Definition:

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

Includes:

Application Yes No

(Of hardware, software, equipment, special resources, skill development, etc.)

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. **Must have 16 or more credits to be eligible for financial aid.** The program criteria in **Table 5-1** and **SACSCOC Accreditation Requirements** do **NOT** apply to career studies certificates. Refer to **Table 5-2 Minimum Requirements for Diplomas, Certificates, and Career Studies Certificates** on **page 69**.

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

1. **The faculty member develops a track sheet** for the program and attaches course descriptions for any course that is not listed in the Catalog.
2. **The faculty member reviews the request for a new Career Studies Certificate with the appropriate dean.**
3. **The Vice President's Staff reviews the request for compliance and administrative issues and recommends referral to the Curriculum and Instruction Committee.**
At a regular meeting of the Vice President's Staff, the appropriate dean will present the program of study for review. Recommendations resulting from that review will be forwarded to the developer(s) by the dean.
4. **The Curriculum and Instruction Committee reviews the request and recommends approval or denial by the VP for Instruction and Student Services.**
The developer(s) and dean should present the program of study to the Curriculum and Instruction Committee for review. The developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed course.

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

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

DEADLINES

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

NOTE:

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

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

Career Studies Certificates: Approval Process

1. Identifying the Need

Faculty member(s) and the appropriate dean identify the need for a new Career Studies Certificate.

2. Development

Faculty and dean collaboratively develop a track sheet outlining the program.

3. Initial Review

The dean presents the proposal to the Vice President's Staff for review.

4. Curriculum and Instruction Committee

The proposal is presented by the faculty member and/or dean to the Curriculum and Instruction (C&I) Committee.

5. College Board Curriculum Committee

The Vice President's Office submits the proposal to the Curriculum Committee of the College Board.

6. Board Action

The College Board takes action based on the Curriculum Committee's recommendation.

7. Vice President's Action

The Vice President acts on the recommendation from the C&I Committee:

- Approved → Proceed to publication.
- Denied → Returned to dean for further action.

8. Notification

The Vice President's Office makes all appropriate notifications.

9. Publication

If approved, the certificate program is published in the academic catalog.



CAREER STUDIES CERTIFICATE CHECKLIST

Academic Services & Research

Once documentation is received staff will review the curriculum and assign a program code. Career Studies Certificates must contain between 9-29 credit hours. Staff shall notify the college in writing when the program code has been identified and the CIP Code designation has been processed.

Please submit electronically to [M. Heather Fitzgerald](#) in the order described below:

Documents and Sections - Proposals should include the following below:

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

_____ **Description of Proposed Program**

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

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

_____ **Provide a copy of the Curriculum**

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

Resources:

[Master Course File](#) for course descriptions, credit hours, etc. from the VCCS Website.

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

SPECIALIZATIONS

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

1. **The faculty member prepares a track sheet and attaches descriptions of courses comprising the specialization.**
2. **The faculty member reviews the request for a new specialization with the appropriate dean and completes a Program Audit Worksheet** located on the shared drive (page 143).
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

Step 1: Development

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

Step 2: Initial Review

Dean reviews with Vice President's Staff.

Step 3: Presentation to Committee

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

Step 4: Review by College Board Curriculum Committee

Vice President's Office presents to Curriculum Committee of College Board.

Step 5: Returned for Revisions

Returned to dean for appropriate action.

Step 6: College Board Decision

Action by College Board based on recommendation of Curriculum Committee.

Step 7: Notifications

Vice President's Office makes appropriate notifications.

Step 8: Final Decision

Vice President acts on C&I recommendation.

Decision Outcomes

Approved: Published in Catalog

Denied: No publication or further action



SPECIALIZATION CHECKLIST Academic and Workforce Programs

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

Below is a listing of the required documentation for specialization review. The documentation may be sent electronically [M. Heather Fitzgerald](#).

Documents and Sections - Proposals should include the following below:

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

_____ Description of Proposed Program

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

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

_____ Provide a copy of the Parent degree & Specialization Curriculum

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

_____ Provide a crosswalk comparison of the parent degree to the specialization (see sample). Courses that are counted toward the specialization that differ from the parent degree should be highlighted on the crosswalk.

Resources:

- [Master Course File](#) or course descriptions, credit hours, etc. from the VCCS Website.

Example of a SPECIALIZATION Crosswalk

Culinary Arts – Parent Baking Specialization

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

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 55**. 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 53**.

1. **The faculty member should check the [VCCS Online All Programs and Majors](#) 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 67**).

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.

2. **The faculty member reviews the request for a new certificate or diplomas with the appropriate dean.**
3. **The Advisory Committee reviews the request and recommends referral to the Vice President's Staff.** (This step is necessary for occupational/technical programs 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 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.
6. **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.
7. **The College Board approves or denies the request for a new certificate/diploma based on the recommendation of the Curriculum Committee.**
8. **Upon Board approval, the Vice President's Office submits the proposed program for review by the VCCS Academic Services and Research (AS&R) Staff.**
9. **The Chancellor and the State Board for Community Colleges approve or deny the request.**
10. **The VCCS Academic Services & Research staff notifies the Vice President of action taken by the Chancellor and State Board.**
11. **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 Process

1. Identify the Need

A faculty member or members, along with the appropriate dean, identify the need for a new certificate or diploma.

Together, they prepare the required documentation.

2. Internal Review

The dean reviews the documentation with the Vice President's Staff.

3. C&I Committee Presentation

The faculty member or dean presents the proposal to the Curriculum and Instruction (C&I) Committee.

4. Vice President's Office Review

The Vice President acts on the C&I Committee's recommendation.

If approved, the Vice President's Office presents the proposal to the Curriculum Committee of the College Board.

5. College Board Action

The Curriculum Committee of the College Board reviews the proposal and makes a recommendation.

Based on the recommendation, the College Board either approves or denies the proposal.

If denied: Returned to the dean for appropriate action.

If approved: The Vice President's Office proceeds with notifications.

6. State Board Submission

The Vice President's Office submits the approved proposal to VCCS for State Board consideration.

7. State Board Action

The State Board may:

Approve: The certificate or diploma is officially added to the college catalog.

Deny: The process ends or returns to the appropriate stage for revisions.



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

Instructions

1. When the program proposal is being submitted to the system office for VCCS staff review please submit the proposal electronically to [M. Heather Fitzgerald](#), VCCS Coordinator of Academic Programs. See Program Proposal Template for Certificates and Diplomas. For template see VCCS Intranet website: [Course and Program Development](#).
2. VCCS staff will provide written feedback as recommendations or revisions. Staff will also indicate after review when the program proposal is ready for submission to the State Board and SCHEV.
3. When the proposal is being submitted to VCCS staff it is required that the Chief Academic Officer confirm that the program proposal features all of the required components. If the proposal is submitted without the required components, the proposal will be returned to the college with the missing areas flagged for further program development. No written feedback can be provided until all elements of the proposal have been completed.
4. Please print out this document and sign below and scan as a PDF and submit electronically to [M. Heather Fitzgerald](#).

Chief Academic Officer: (Print Name): _____

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

College: _____

Institution: _____

Program Title: _____

CIP Code: _____ VCCS Code: _____

Date of Review by System Office: _____

Reviewer Name (System Office): _____

Proposal Format

- Use Microsoft Word Times New Roman 12 or Arial Font for all text including appendix cover pages and page numbers. At minimum, footnotes should be in TNR or Arial 10 Font.
- Use one inch margins and single space between narrative text.
- Number all pages of the proposal. Numbering should begin after the Table of Contents.
- Use only SCHEV official forms – edited SCHEV forms will not be accepted.
- Use the headings and subheadings as presented in this document in the program proposal. See Program Proposal Template for Certificates and Diplomas. For template see VCCS Intranet website: [Course and Program Development](#)).
- Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicums sites) in labeled Appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable. **Fuzzy low resolution scans will not be accepted, scans must be legible.**
- The entire proposal should be combined into one electronic file and numbered accordingly. DO NOT number the VCCS 102 Form, SCHEV Cover Sheet, Chief Academic Officer's Letter, or Table of Contents.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

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

Letter from the chief academic officer – signed.

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

- Indicate the proposal is for a new program, include the program name/title, certificate/diploma designation, CIP code, initiation semester and year, administrative unit overseeing the curriculum, Local College Board approval date and State Board approval date (anticipated).
- Provide a brief description of the program and a justification for the program; the brief description includes the program name/title, number of credit hours, and the catalog-ready purpose of the program; the justification summarizes why the program is needed at this time.
- Describe the resources needed to support the program, the institution's commitment to the proposed program (in terms of faculty, financial, and physical resources).
- Include contact information (name, title, telephone number, and e-mail address) of person other than the institution's chief academic officer who may be contacted regarding the program proposal.

Address the letter to:

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

- Provide an objective account explaining why the proposed program is needed in the college's service area that focuses on employment demand and student demand. The account should be based on objective evidence from reliable sited sources. Provide complete citation information as footnotes for all referenced information.
 - Provide evidence of employment demand that features Virginia Employment Commission's current statewide projections (Labor Market Information).
 - Provide Labor Market Information (LMI) for the college's service area (e.g. U.S. Department of Labor's Bureau of Labor Statistics, Virginia Employment Commission, and EMSI). If LMI is weak, provide alternative evidence such as other LMI, and/or local employer needs assessment, and/or letters of support from prospective employers (see below guidance for latter):
 - Each letter of support must show how the business will benefit, what the author's connection is to the business, and the number of future job openings that business could fill with program graduates.
 - Do not use form letters of support that differ only in the signature.
 - Employer support letters should be referenced in the narrative.
 - Employer support letters should be placed in the Appendix.
 - Provide a description of the Advisory Committee's involvement in developing the program (include membership and minutes in Appendix).
 - Provide evidence of student demand to support projected enrollments. Evidence of demand should include **at least one** of the following requirements:
 - A descriptive narrative/full report of student survey results. Provide a blank copy of the survey administered in the Appendix. Surveys must reflect information obtained within 12 months of submitting the proposal to SCHEV.
 - Letters and/or emails of support from prospective students (a minimum of 10 letters/emails) that include a statement of need for program and indicate possible enrollment in the program. Please place letters/emails in the Appendix. Letters and/or emails must reflect information obtained within 12 months of submitting the proposal to SCHEV.
 - A descriptive narrative of enrollment data from related existing program(s) (e.g. career studies certificate). Information should reflect enrollment over the past three years.
 - SCHEV Projected Enrollment Table completed for years 1 through 4 in Appendix (For document see VCCS Intranet website: [Course and Program Development](#)). Please reference this document in the Rationale section but only include the actual document in the Appendix. Please note that the figures used here should match the figures used on the VCCS Form 102. Please include the estimated headcount (HDCT), full-time equivalent (FTE) students, and graduates (GRAD). The estimated FTE and graduates for Year 4 must meet SCHEV's minimum standards for program viability. (For VCCS Program Viability Table see VCCS Intranet website: [Course and Program Development](#)). Please provide in bulleted format below the table how the

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

SCHEV Program Proposal Cover Sheet completed

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

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

Table of Contents

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

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

Purpose

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

Rationale

- Provide an objective account explaining why the proposed program is needed in the college's service area that focuses on employment demand and student
 - projections were derived in terms of data support. Please review additional SCHEV guidance located on page 7 of this document.

Target Audience

- Who is the target population for the proposed program? Sample text: The target population for this program will include students who are currently certified as an EMS provider at lower levels including Emergency Medical Technician or Advanced Emergency Medical Technician.

Time to Complete

- How many semesters will students need to complete the proposed program?

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

___ Admissions

- What are the admission criteria for the proposed program?

___ Curriculum Requirements

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

___ Program Requirements

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

___ Curriculum

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

- List Total Credits in program. Sample Text: Total Credits: 41 Credit Hours
- List Total Credits dedicated to General Education. Sample Text: General Education Courses: 18 Credit Hours
- List Total Credits dedicated to Program-Specific Courses. Sample text: Program Specific Courses: 23 Credit Hours
- Provide title of program. Sample text: Certificate in Practical Nursing
- Provide course information for the two categories (including discipline prefix, course number, course title, and number of credits. Sample text: ENG 111 College Composition I 3 Credits

___ Faculty

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

faculty who teach in the Associate of Applied Science in Nursing supplemented by adjunct faculty who meet the VCCS-29 requirements. The college will be hiring one adjunct faculty member to teach in the Practical Nursing program.

Course Delivery Format

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

Resources

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

Gainful Employment

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

Course Descriptions

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

- List General Education category and total number of credits. Sample Text: General Education - 18 credits.
 - List course information for General Education category (including discipline prefix, course number, course title, course description, number of lecture hours, lab hours, and number of credits).
 - List Program-Specific Courses category and total number of credits. Sample Text:
Program-Specific Courses -18 credits
 - List course information for Program-Specific courses category as featured in the Master Course File (including discipline prefix, course number, course title, course description, number of lecture hours, lab hours, hours per week, prerequisites, corequisites, and number of credits; add any local prerequisites as applicable
- ____Appendices
- Appendix A: VCCS Form 102, Request for New Curriculum – must be completed and signed by Vice President, President and Chair of Local Board. (For VCCS 102 form see VCCS Intranet website: [Course and Program Development](#)) (required)
 - Appendix B: Letters of Support from Employers (if used in Rationale)
 - Appendix C: Membership of Advisory Committee and Minutes (required)
 - Appendix D: Blank Copy of Student Survey (if used in Rationale)
 - Appendix E: Letters/Emails from Students (if used in Rationale)
 - Appendix F: SCHEV Projected Enrollment Table (required)
 - Appendix G: Semester by Semester Curriculum (required)

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

Please complete the table with the assistance of the college's Institutional Research office. The estimated headcount, full-time equivalent (FTE), and graduates need to be provided in

the table. See SCHEV's definitions for HDCT, FTES, and GRADS below. The sources for the projections need to be provided in the program proposal.

Instructions:

- Enter the appropriate dates at the top of each column for years 1-4.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- Assumptions: Provide data for 1. Retention (%); 2. Full-time students (%); 3. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: "Target Year" refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see VCCS Intranet Website, [Course and Program Development](#) for VCCS Program Viability Table). Projected enrollment should represent actual plans for student enrollment in the program. Please note that Year 4 Target Year must meet program viability standards for FTES and GRADS featured in the VCCS Program Viability Table.

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment GRADS—annual number of graduates of the proposed program

Resources:

- SCHEV & VCCS Documents - [VCCS Intranet Website](#):

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

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

Name of Certificate or Name of Diploma

Dental Assisting

CIP Code

51.0601

Initiation Date

Spring 2021

Purpose

Rationale

Target Audience

Time to Complete

Admissions

Curriculum Requirements

Program Requirements

Curriculum

Total Credits: 41 Credit Hours

General Education Courses: 19 Credit Hours

Program-Specific Courses: 22 Credit Hours

Certificate in Dental Assisting

| | | |
|---------|----------------------------------|------------|
| SDV 100 | College Success Skills | 1 Credit |
| ENG 111 | College Composition I | 3 Credits |
| CHM 101 | Introductory Chemistry | 4 Credits |
| BIO 145 | Basic Human Anatomy & Physiology | 4 Credits |
| BIO 150 | Introductory Microbiology | 4 Credits |
| CST 100 | Principles of Public Speaking | 3 Credits |
| | | 19 Credits |

| | | |
|---------|--|-----------|
| DNH 115 | Histology/Head and Neck Anatomy | 3 Credits |
| DNA 113 | Chairside Assisting I | 3 Credits |
| DNH 130 | Oral Radiography for Dental Hygienist | 2 Credits |
| DNH 216 | Pharmacology | 2 Credits |
| DNH 226 | Public Health Dental Hygiene I | 2 Credits |
| DNA 114 | Chairside Assisting II | 4 Credits |
| DNH 214 | Practical Materials for Dental Hygiene | 2 Credits |
| DNH 230 | Office Practice and Ethics | 1 Credits |

DNA 190 Coordinated Internship Dental Assisting 3 Credits
22 Credits
Program Total Credits 41 Credits

Faculty

Course Delivery Format

Resources

Gainful Employment

Course Descriptions

General Education – 19 Credits

BIO 145 - Basic Human Anatomy and Physiology

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

BIO 150 - Introductory Microbiology

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

CHM 101 - Introductory Chemistry

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

CST 100 - Principles of Public Speaking

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

ENG 111 - College Composition I

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

SDV 100 - College Success Skills

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

Program-Specific Courses – 22 credits

DNA 113 - Chairside Assisting I

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

DNA 114 - Chairside Assisting II

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

DNA 190: Coordinated Internship in Dental Assisting

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

DNH 115 - Histology/Head and Neck Anatomy

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

DNH 130 - Oral Radiography for the Dental Hygienist

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

DNH 214 - Practical Materials for Dental Hygiene

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

DNH 216 - Pharmacology

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

DNH 226 - Public Health Dental Hygiene I

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

DNH 230 - Office Practice and Ethics

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

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

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

1. **The faculty member should check the [VCCS Online](#) All Programs and Majors) 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

1. **Process for Proposing a New Certificate or Diploma Initiation**
Faculty member(s) and the appropriate Dean prepare the required documentation.
2. **Review with Vice President's Staff**
The Dean meets with the Vice President's Staff to review the proposal.
3. **Presentation to Curriculum and Instruction (C&I) Committee**
The proposal is presented by the faculty member or Dean.
4. **Vice President's Office Review**
The proposal is submitted to the Curriculum Committee of the College Board by the Vice President's Office.
5. **College Board Review**
The Curriculum Committee makes a recommendation.
The College Board takes action based on the recommendation.
6. **Catalog and Notification**
If approved, the Vice President's Office updates the Catalog and notifies relevant parties.
7. **Submission to VCCS**
The Vice President's Office forwards the approved proposal to the VCCS for the Chancellor's consideration.
8. **Chancellor's Action**
The Chancellor either approves or denies the proposal.
The Vice President's Office is notified of the Chancellor's decision.

Table 5-2

Minimum Requirements for Diplomas, Certificates and Career Studies Certificates

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

VCCS Policy Manual- Section 5

NEW MAJORS

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

1. **The faculty member should check the [VCCS Online All Programs and Majors](#)) 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 a New Major

Faculty member(s) and the appropriate dean prepare the necessary documentation.

2. Internal Review

The dean reviews the documentation with the Vice President's Staff.

3. Committee Presentation

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

4. College Board Review

The College Board takes action based on the recommendation of the Curriculum Committee.

- If approved, the process continues.
- If denied, the proposal is returned to the dean for appropriate action.

5. Vice President's Action

The Vice President acts on the Curriculum and Instruction Committee's recommendation.

- If approved, the proposal is submitted to the Virginia Community College System (VCCS) for consideration by the State Board.
- If denied, it is returned to the dean for appropriate action.

6. State Board Review

The State Board reviews and makes a final decision.

- If approved, the following occurs:
Vice President's Office is notified.
The proposal is presented to the Curriculum Committee of the College Board.
Notifications are made, and the new major is added to the catalog.
If denied, the process concludes.



CHECKLIST FOR NEW MAJOR Academic and Workforce Programs

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

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

Documents and Sections - Proposals should include the following below:
_____ **VCCS 102 Form, Request for New Curriculum** (note there is a check box for Major on the form.)

_____ **Description of New Major**

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

_____ **Justification for New Major**

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

_____ **Provide documentation or include in the description when the Local Board approved the proposal.**

This can be in the form of local board minutes or curriculum approval signature form.

_____ **Provide a copy of the Curriculum**

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

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

Resources:

- [Master Course File](#) for course descriptions, credit hours, etc. from the VCCS Website.

Example of a Crosswalk for a MajorCulinary Arts -
Parent

Baking – Major

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



CHECKLIST FOR NEW TRANSFER MAJOR

Academic and Workforce Programs

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

Please submit electronically to [M. Heather Fitzgerald](#) in the order described below.

Documents and Sections - Proposals should include the following below:

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

_____ **Description of New Major**

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

_____ **Justification for New Major**

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

_____ **Provide documentation or include in the description when the Local Board approved the proposal.**

This can be in the form of local board minutes or curriculum approval signature form.

_____ **Provide a copy of the Curriculum**

This can be in the form of the draft catalog layout, bulletin copy, advising form, or documentation from local curriculum committee.

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

courses should be highlighted in green. The general education courses should be highlighted in red.

Resources:

- [Master Course File](#) for course descriptions, credit hours, etc. from the VCCS Website.

Example of a Crosswalk for a Major

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

NEW DEGREE PROGRAMS

When the need for a new degree program arises, the faculty should begin by discussing the composition of the new degree program with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for the program, the faculty should proceed in the following manner. The **Degree Program Proposal Guidelines and Checklist** is provided on **page 80**.

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

If the Curriculum and Instruction Committee recommends that a program be denied approval, the Vice President's Office will usually return the request to the appropriate dean with an explanation of reasons for the Committee's recommendation. The appropriate dean and faculty have the option of revising or abandoning the request. The Vice President for ISS acts upon the Committee's recommendation and has college-level authority for the approval or denial of new program requests.
7. **Upon the Vice President's approval, the Curriculum Committee of the College Board reviews the requests and recommends Board action.** The Vice President and appropriate dean should present the program of study for review by the Curriculum Committee.
8. **The College Board approves or denies the request based on the recommendation of the Curriculum Committee.**
9. **Upon Board approval, the Vice President's Office submits the proposed program for review by the VCCS Academic Services and Research (AS&R) Staff.** [NOTE: AS&R staff will read a "draft" if the college would like some input before submitting the formal proposal. This process generally helps to speed the proposal through SCHEV.]
10. **The Chancellor and the State Board for Community Colleges approve or deny the request.**
11. **AS&R Staff notifies the Vice President of action taken by Chancellor and State Board.**

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

NOTES

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

DEADLINES

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

Degree Program Approval Process

1. **Initiation**
Faculty member(s) and the appropriate dean prepare required documentation.
2. **Internal Review**
Dean reviews the documentation with the Vice President's staff.
3. **Curriculum and Instruction (C&I) Committee**
Faculty member or dean presents proposal to the C&I Committee.
4. **College Board Curriculum Committee**
Vice President's Office presents the proposal to the Curriculum Committee of the College Board. If revisions are needed, the proposal is returned to the dean for appropriate action.
5. **College Board Action**
Based on the Curriculum Committee's recommendation:
Approved → Proceed to next step
Denied → Process ends or restarts
6. **Submission to VCCS (Virginia Community College System)**
Vice President's Office submits approved proposals to the VCCS for State Board consideration.
7. **State Board Action**
State Board reviews and makes a decision:
Approved → Submitted to SCHEV
Denied → Process ends or restarts
8. **SCHEV Review**
VCCS submits proposal to the State Council for Higher Education for Virginia (SCHEV). SCHEV decision:
Approved → Proceed to final steps
Denied → Process ends or restarts
9. **Final Institutional Actions**
Vice President acts on the C&I recommendation.
Vice President's Office:
 - Makes official notifications
 - Updates the college catalog
 - Records SCHEV's decision



**DEGREE PROGRAM PROPOSAL
ASSOCIATE OF APPLIED SCIENCE & ASSOCIATE OF APPLIED ARTS
GUIDELINES, CHECKLIST & SAMPLE TABLE OF CONTENTS**

**Academic and Workforce Programs
Cover Sheet**

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

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

Instructions

1. When the program proposal is being submitted to the system office for VCCS staff review please submit the proposal electronically to M. Heather Fitzgerald, VCCS Coordinator of Academic Programs (mfitzgerald@vccs.edu) check sheet as one file. Proposal as second file in Microsoft Word or High Resolution PDF.

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

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

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

Chief Academic Officer: (Print Name): _____

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

College: _____

Institution: _____ AAA: ___ AAS: _____

Program Title: _____

CIP Code: _____ VCCS Code: _____

Proposal Format

- Use Microsoft Word Times New Roman 12 or Arial Font for all text including Appendix cover pages and page numbers. At minimum, foot notes should be in TNR or Arial 10 Font.
- Use one inch margins and single space between narrative text.
- Number all pages of the proposal. Numbering should begin after the Table of Contents.
- Use only SCHEV official forms – edited SCHEV forms will not be accepted.
- Use the headings and subheadings as presented in this document in the program proposal.
- Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicums sites) in labeled Appendix. Non-word documents are to be scanned for inclusion in the Appendix of the electronic copy, if applicable. **Fuzzy low resolution scans will not be accepted, scans must be legible.**
- The entire proposal should be combined into one electronic file and numbered accordingly. DO NOT number the VCCS 102 Form, SCHEV Cover Sheet, Chief Academic Officer's Letter, or Table of Contents.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

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

_____ Letter from the chief academic officer – signed.

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

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

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

Address the letter to:

Dr. Felicia L. Ganther
 Senior Vice Chancellor for Academic and Workforce
 Programs Virginia Community College System
 300 Arboretum Place, Suite 200
 Richmond, VA 23236

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

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

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

_____ **Table of Contents.** See sample below on page 10.

Description of Proposed Program

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

_____ Program Background

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

_____ Program Purpose

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

_____ Relation to Mission and Strategic Plan

- What is the relationship of the proposed program to the institution's mission? How does the program align with the institution's mission? Is the program a result of the institution's strategic plan? If so, please explain.

_____ **Distance Learning (if applicable)**

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

_____ **Program Accreditation (if applicable)**

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

_____ **Admission Criteria (if applicable)**

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

_____ **Curriculum and Number of Credits**

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

_____ **Semester by Semester Curriculum**

- **Program-Specific Courses** (as opposed to general education courses) in proposed program including course descriptions, number of credits, lecture hours, lab hours, and prerequisites from the Master Course File (MCF). Include any new courses in the curriculum that do not appear in the Master Course File.

_____ **Faculty Resources**

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

_____ **Program-Specific Learning Outcomes**

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

_____ **Employment Skills/Workplace Competencies** What employment skills/workplace competencies will graduates possess? In other words, what will

graduates be able to do in the workplace?

Assessment

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

Relationship to Existing Programs at the College

- Is the proposed program an expansion of an existing certificate or career studies certificate? If so, please explain.
- Is the proposed program similar or related to existing degree programs offered by the institution? If so, explain the similarities and differences between existing degree programs and the curriculum of the proposed program. Include the name/title, degree designation of the existing degree programs.
- Will approval of the program result in closure of any programs? If so, please indicate which programs will be closed (this information should align with the information provided in bullet 4/paragraph 4 of the Chief Academic Officer's letter).

Collaboration (if applicable)

- If this is a collaborative program with another institution of higher education (public or private) or with business and industry, what is the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the degree. Please have the partnering institution provide a letter of support and explanation. If the partnership is with an institution of higher learning, please have the chief academic officer complete the letter. The letter should be included in the Appendix.

Justification for the Proposed Program

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

Response to Current Needs

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

- involvement in developing the program (attach minutes in Appendix).
- Letters of support (optional if LMI is strong) from prospective employers(attach letters in the Appendix):
 - Each letter of support must show how the business will benefit, what the author's connection is to the business, and the number of future job openings and/or potential employment opportunity that business could fill with program graduates.
 - Do not use form letters of support that differ only in the signature.
 - Employer support letters should be referenced in the narrative.
 - Employment support letters must reflect information obtained within 12 months of submitting the proposal to SCHEV.

Employment Demand

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

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

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

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

SCHEV Projected Enrollment Table completed for years 1 through 4 (For document see VCCS Intranet website: [Course and Program Development](#)).

Please note that the figures used here should match the figures used on the VCCS Form 102.

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

Projected Resource Needs

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

Narrative for Projected Resource Needs - Provide a description of resources (currently available and anticipated) to initiate and operate the program and the sources of funds to provide them, including but not limited to appropriations or special funds to be requested from the state. The narrative description should address the topic categories below, if and as relevant.

Please provide in narrative form as opposed to dividing the section into separate subheadings (e.g. Library):

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

_____ SCHEV Cost and Funding Sources to Initiate and Operate the Program – Provide the Projected Enrollment (Headcount), Projected Enrollment (FTE), Estimated Tuition and E&G Fees for Students in the Proposed Program, Projected Revenue from Tuition and E&G Fees Due to the Proposed Program, and Other Funding Sources Dedicated to the Proposed Program (e.g. grant, business, entity, private sources). The Projected Enrollment (Headcount) and Projected Enrollment (FTE) for the Program Initiation Year need to be consistent with Headcount and FTE in SCHEV’s Projected Enrollments Table for Year 1. Likewise, the Projected Enrollment (Headcount) and the Projected Enrollment (FTE) for the Program Full Enrollment Year need to be consistent with the Headcount and FTE used in SCHEV’s Projected Enrollments Table for Year 2. The figures provided in the table will be compared by SCHEV using the current base adequacy model; this comparison will serve as a reference for the estimated costs. (For document see VCCS Intranet website: [Course and Program Development](#)).

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

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

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

___ Appendix – All forms referenced in the proposal must be included in the Appendix and pages numbered.

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

Resources:

- [Master Course File](#) for course descriptions, credit hours, etc. from the VCCS Website.
SCHEV & VCCS Documents - [VCCS Intranet Website](#):

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

M. Heather Fitzgerald, VCCS Coordinator of Academic Programs
Virginia Community College System

300 Arboretum Place, Suite 200
Richmond, Virginia 23236

Consider the following when preparing the submission per SCHEV guidelines.

- Print documents from the Word document format – do not print documents from the PDF.
- Print one-sided.
- Use a clip or rubber band-please do not bind materials.
- For final submission, send two hard copies of the documentation.

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

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

Instructions:

- Enter the appropriate dates at the top of each column for years 1-4.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- Assumptions: Provide data for 1. Retention (%); 2. Full-time students (%); 3. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: "Target Year" refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see VCCS Intranet Website, [Course and Program Development](#) for VCCS Program Viability Table). Projected enrollment should represent actual plans for student enrollment in the program. Please note that Year 4 Target Year must meet program viability standards for FTES and GRADS featured in the VCCS Program Viability Table.

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

SAMPLE of Table of Contents for Program Proposal

Table of Contents for Program Proposals for New Degrees

Note: Chief Academic Officer's letter is first page of the proposal followed by SCHEV Program Proposal Cover Sheet, Cover Page for Program Proposal and Table of Contents as outlined below.

Description of Proposed Program

- Program Background
- Program Purpose
- Relation to Mission and Strategic Plan
- Distance Learning
- Program Accreditation (if applicable)
- Admission Criteria (if program is select admissions)
- Curriculum and Number of Credit Hours
- Faculty Resources
- Program-Specific Learning Outcomes
- Employment Skills/Workplace
- Competencies Assessment
- Relationship to Existing Programs at the College
- Collaboration (if applicable)

Justification for the Proposed Program

- Response to Current Needs
- Employment Demand
- Student Demand
- SCHEV Student Projected Enrollments in Proposed Program

Projected Resource Needs

- Cost and Funding Sources to Initiate and Operate the Degree Program

Certification Statements

Appendices

- Appendix A: VCCS 102 Form, Request for New Curriculum
- Appendix B: Courses Required for the Proposed Program
- Appendix C: Semester by Semester Curriculum
- Appendix D: Assessment Plan
- Appendix E: Membership of Advisory Committee and Minutes
- Appendix F: Letters of Support from Employers
- Appendix G: Job Announcements
- Appendix H: Copy of Blank Student Survey

Appendix I: Letters/Emails of Support from Students

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA Program Proposal Cover Sheet

| | |
|---|--|
| 1. Institution | 2. Academic Program (Check one): New program proposal <input type="checkbox"/> Certificate document <input type="checkbox"/> |
| 3. Name of proposed program | 4. CIP code |
| 5. Degree/certificate designation | 6. Semester and year of initiation |
| 7. Semester and year of first graduates | 8. Date approved by Board of Visitors |
| 9. For community colleges: date approved by local board date approved by State Board for Community Colleges | |
| 10. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) | |
| <p>11. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</p> <p>Department(s) or division of _____</p> <p>School(s) or college(s) of _____</p> <p>Campus(es) or off-campus site(s) _____</p> | |
| <p>12. Mode(s) of delivery:</p> <p>Face-to-face, traditional <input type="checkbox"/></p> <p>Hybrid (both face-to-face and distance) <input type="checkbox"/></p> <p>Distance (100% web-based) <input type="checkbox"/></p> | |
| 13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. | |



**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

**Academic Programs at Public Institutions: Policies and Procedures for
Approvals and Changes**

November 2, 2023
[Technical Changes May 2024]

State-level Requirements for Approval of Various Academic Program Actions

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on academic programs. **Shaded actions require preparation of program proposals.** Non-shaded actions require submission of designated forms and narrative statements. SCHEV’s “Policies and Procedures for Program Approvals and Changes” contains definitions of these terms, specific policy statements, detailed instructions, and all requisite forms.

| Academic Program Action Sought by Institution | State-Level Requirement | | | |
|--|-------------------------|----------------------|--------------------------|-----------------------------------|
| | Council Approval | SCHEV Staff Approval | Action Reported to SCHEV | No Action Required at State Level |
| C.A.G.S. or Ed.S. ¹ | X | | | |
| Certificate Programs | | X | | |
| CIP Code Change | | X | | |
| Degree Designation Change | | X | | |
| New Degree Program ¹ | X | | | |
| Program Discontinuance ² | | X | X | |
| Program Merger ³ | | X | | |
| Program Modification | | X | | |
| Program Name Change | | X | | |
| Sub Areas: Concentration, Emphasis, Focus, Major, Option or Track | | | | X |

¹ If a proposed academic program will elevate a public institution to a new degree level, the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

² Submit the “Intent to Discontinue an Academic Program” cover sheet and requisite narrative. Action to remove a degree designation must be approved by SCHEV staff.

³ Submit the “Merged Academic Program” cover sheet and requisite narrative. All requests for merged degree programs must be approved by Council.

Section I: Policy Outline—Duties, Requirements, Definitions, and Policy Statements

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

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

- Duty 1: Develop a statewide strategic plan that ... identifies a coordinated approach to ... state and regional goals, and emphasizes the future needs for higher education in the Commonwealth at both the undergraduate and the graduate levels and the mission, programs, facilities, and location of each of the existing institutions of higher education, each public institution’s six-year plan, and such other matters as the Council deems appropriate.
- Duty 3: Study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council’s report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution’s proposal.
- Duty 5: Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.
- Duty 8: Review the proposed closure of any academic program in a high demand or critical shortage area, as defined by the Council, by any public institution of higher education and assist in the development of an orderly closure plan, when needed.
- Duty 15: Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.
- Duty 27: Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties.
- Duty 28: Insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.

The Council has established the following policies and procedures related to academic programs at public institutions in answer to the duties referenced above, and as part of its obligation “to advocate for and promote the development and operation of an educationally and economically sound,

vigorous, progressive, and coordinated system of higher education in the Commonwealth..." (Code of Virginia, § 23.1-200).

Policy Statements on Academic Degree Programs at Public Institutions

Introduction

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

Degree Program Common Core Requirements

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

Common core requirements:

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

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

Operational Definitions of Key Terms

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

Certificate program: curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally

specific field of study. SCHEV staff approval is required for a certificate program. See the SCHEV document “Certificate Program Definitions” for more specific information related to certificates, such as credit totals by designation level.

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

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

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

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

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

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

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

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

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

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

Program discontinuance: action taken to close a program or to remove a degree designation (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV’s Degree and Certificate inventory the dates for which no new enrollments and no new graduates will be reported. Notification to SCHEV is required; notification prior to program closure or degree designation removal is required. The intent to close a program in a critical shortage area requires additional information.

Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

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

New Academic Degree Programs Process for Council action

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

- Council must first be informed about a new degree program via a Program Announcement before the program can be presented for approval at a later Council meeting.
- Institutional officers must attest that information related to duplication and employment has been presented to the governing board prior to its approval of the new degree program.

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

Factors on which SCHEV evaluation will focus

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

Why does Virginia need this program at this time?

State Needs. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?

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

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

- Duplication. Will the degree program duplicate similar or related degree programs at public institutions in Virginia? How many similar degree programs are offered and by which public institutions? What are the student enrollment and graduation data for these degree programs?
- Why does the institution need this program at this time?
Institutional Needs. Will the degree program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV- approved mission statement? If not,

what are the institutional needs (justifications) for the proposal at this time?

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

Certificate Programs

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

Degree/Certificate Program Modifications

Some proposals submitted to Council seek approval for programs that have modified program requirements from the original program approved by SCHEV. Modified curriculum requirements may seek to address evolution in the discipline/field, respond to the needs of business and industry, or address changes mandated by discipline-specific accrediting agencies. Council expects that institutions engage in continual processes of improvement that may result in a variety of modifications to existing programs. SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original program as approved by Council.

Modifications that require SCHEV approval include:

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

Note:

- *three (3) is the maximum aggregate change in total credits that may be made without submitting a*

modification proposal to SCHEV; i.e., approval must be sought if/when the total increase or decrease—even if by smaller increments over time—exceeds three (3) credits. Institutions should maintain an official record of credit increases or decreases to the total credit hours of degree and certificate programs;

- *if/when the total aggregate change in credits exceeds 12, it may be necessary to submit a proposal for a new degree and certificate program proposal.*

4. Changing the licensure-qualifying status of a degree program as approved by Council, i.e., adding or removing a licensure-qualifying option.

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

II. Technical Changes, Program Mergers, and Intent to

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

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

Governing Board Approval Expiration

Any request that requires governing board approval must be formally submitted to SCHEV within two (2) years of the Board of Visitors (BOV) approval date.

Degree Level Authorization

Policy on Programs at a New Degree Level

An institution wishing to offer one or more programs at a new degree level must simultaneously submit the program proposal(s) and follow the procedures outlined in Council's policy on "Escalation of Degree-Level Authority at Public Institutions." Negative action on the request to confer degrees at a new level results in the denial of the request for any programs at that level. However, approval of the new level does not automatically result in approval of the requested degree program(s). Each proposed program will be considered individually.

Policy on Doctoral Programs

Doctoral degree programs normally will be offered by the major research universities. For the purposes of SCHEV policy, the following institutions are considered to be the major

public research institutions: George Mason University, Old Dominion University, The College of William and Mary in Virginia, University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Each institution awards doctoral degrees in many fields.

Other institutions may be authorized to offer doctoral degree programs under certain conditions: (1) if another institution has a special capacity to offer a doctoral degree program, usually a professional sort as distinguished from a research degree program; (2) if there is strong demand from place-bound professionals for a proposed degree program; or (3) if there are special circumstances that support a proposed degree program.

James Madison University, Norfolk State University, Radford University, and Virginia State University each have “limited authority” to offer doctoral degree programs. “Limited authority” generally entails:

- limitation to ten (10) or fewer doctoral level degree programs;
- doctoral degree programs focused on applied areas of study as opposed to fundamental research in the arts and sciences; and

any new doctoral degree program proposed under this authority must be supported by compelling evidence of state need and absence of duplication with already existent doctoral degree programs at Virginia public institutions.

Section II: Introduction to Procedures & Requirements for All Documents

Procedures for Document Submission

This section sets forth procedures and requirements that apply to all academic program documents submitted to SCHEV for actions covered by this policy. Sections III-VII provide the requirements and instructions specific to each kind of program action. Due to variability in documents submitted, the minimum requirements for format and content are provided. Actions for which documents must be submitted to SCHEV include:

- new degree programs
- new certificate programs
- program modifications
- technical changes to existing programs (CIP code change, degree designation change, name change) and program merger
- program and degree designation discontinuances.

Institutions must formally submit documents prior to initiation of new programs, including certificates, modifications to existing programs, and technical changes to existing programs. Documents to discontinue degree programs should be submitted prior to closing programs, particularly degree programs in a critical shortage area.

General Requirements for All Documents

General Guidelines for All Documents

- Use Microsoft Word Times New Roman 12 Font for all text including appendix cover pages and page numbers. At minimum, foot notes should be in TNR 10 Font. All citations must utilize APA format.
- Use one-inch margins; single space, 0 pt “before and after” between narrative text.
- Number all pages of the document. Number appendices or attachments separately from the main body of the document.
- Use only SCHEV official forms; edited SCHEV forms will not be accepted. Use SCHEV category headings when provided within this document.
- Print one-sided.
- Print documents from the Word document format; do not print documents from the PDF.
- Include support documentation (e.g., accreditor requirements, forms, cited documents, internships/practicum sites) in a labeled appendix. All non-Word and original documents (e.g., letters, job announcements, surveys, articles, internet documents) are to be included behind a titled cover page and retain the original document’s pagination. Appendix pagination (e.g., A-1, B-1) should not appear on the pages of original documents.
 - No edits or revisions should be made to original documents.
 - Documents should be sized-adjusted for readability, if needed.
 - Do not copy and paste images/screenshots of documents into Word documents.
 - For electronic submissions, original documents should be scanned for inclusion in the appendix of the PDF electronic copy.
- Use a clip; please do not bind materials.
- For formal submissions, send two hard copies of the documentation. One document must contain an original signature on the cover letter and the resources signature page. Electronic signatures will not be accepted. For electronic submissions, submit documentation to the . For supplemental instructions, see the [“Instructions for Submission of Documentation to Academic Affairs”](#) available on the SCHEV website.

Note. For new degree programs and degree program mergers, a signed PDF of the document on a flash drive is submitted upon final approval.

- When submitting draft documents for SCHEV feedback, submit one hard copy labeled (watermark) “draft.” Include a completed SCHEV Cover Sheet. Include a cover note from the SCHEV liaison that indicates the nature of the submission, program name, degree

designation, CIP code, and the liaison's contact information (name, telephone number, and email address). Institutions seeking to submit draft documents should consult SCHEV staff for guidance.

- Address all proposal correspondence to the Director of Academic Affairs. Address all envelopes/packages to Administrative Assistant, Academic Affairs and Planning.

Section III: Certificate Programs

Procedures and Requirements for Certificate Program Documents

- All documents for new certificate programs must be submitted to SCHEV staff at least ninety (90) days prior to the desired initiation date. Requests for new certificate programs must include the information required by SCHEV's policy. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft, document, see instructions on page 12 of this document.
- New certificate programs are eligible for review and approval by SCHEV staff. Certificate programs must align with the institution's official SCHEV-approved mission statement. Certificate programs should be fully supported through internal reallocation and comprised predominantly of existing faculty and resources.
- SCHEV reserves the right to request additional information.

Note: use the SCHEV [Certificate Program Definitions](#) to determine certificate designation level. The document is available with this policy on the SCHEV website.

Specific Instructions for Certificate Program Documents

1. Document Format

- Complete the SCHEV Program Proposal Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative to address item 2iii (see below).
- See General Requirements for All Documents on page 12 of this document.

Proposal Requirements, Components and Forms

Documents for certificates must include four components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a table of contents; (iii) a "[Program Proposal Cover Sheet](#)"; and, (iv) a description of the program containing the information listed below.

Letter from Chief Academic Officer

A letter from the chief academic officer must accompany the documentation for all certificate programs. The letter must:

- indicate the institution's legal name, the nature of the request, the certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if approval is not required);
- succinctly describe the program;
- describe the resources needed to support the program; indicate resources for new courses, new full-time or adjunct faculty, or new staff; include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program document.

Program Proposal Cover Sheet

The SCHEV Cover Sheet for Program Proposals must be used to submit proposals for certificate programs (see page 20).

Narrative Description

Institutions must submit information and narrative to address (at minimum) the areas and statements below.

Note:

- the format for the proposal is not bulleted; use a section heading for each of the following areas/topics:

Name of certificate, CIP code, Initiation date, Description of certificate, Time to complete, Admission criteria (if applicable), Curriculum requirements, Faculty, Course delivery format, Resources, Gainful Employment, Course descriptions, and Certificate cost.

- if a certificate program exceeds the credit hours outlined in SCHEV's [Certificate Program Definitions](#), include a separate heading to provide justification for the credit hour requirement.
- Include a succinct narrative to describe the purpose and focus of the certificate. Indicate what students will study and learn at program level. Indicate what graduates will be prepared to do on a job. Indicate whether the certificate meets an accreditor or state board requirements, if applicable. Provide an original copy of requirements as an appendix item.
- Indicate the specific individuals/group(s) who will be targeted to enroll in the program.
- Include a narrative to indicate the time to complete the program for fulltime and part-time students for both degree seeking and non-degree seeking students.
- Describe admission criteria for the program and indicate specific requirements for different populations. Include the university's minimum score requirements for all standardized

tests.

- Provide a succinct summary of the focus of the curriculum. Summarize what students will learn from core and required coursework. Indicate the program requirements including the total number of credit hours required. Provide a list of all required courses (title, designator and credit hour value), restricted electives, and electives. Describe sub areas, if applicable. Describe requirements and indicate deliverables for experiential learning (e.g., a capstone course, internship, or practicum), if applicable. Explain any requirements of the curriculum (e.g., internship, practicum) needed to address special requirements for licensure. Indicate how student failure will be addressed. Describe faculty who will teach in the certificate. Indicate who selects faculty, the academic unit(s) to provide faculty, the number of existing faculty to teach in the certificate program, and the credentials (degree level and discipline area) of faculty. Indicate minimum requirements for faculty teaching required courses in the program. If using adjunct faculty to initiate the program, indicate the credentials and level of support that would be used to offer the certificate. Indicate if not using to adjunct faculty.
- Indicate how the certificate program will be delivered (i.e., traditional and/or fully online, or hybrid design). Describe the institution's resources to support the delivery format. If traditional, indicate space resources; if online, indicate technological resources to support online instruction and availability of technical support. Indicate faculty training and support to teach online courses and training that is required, if applicable. Indicate whether the institution can sufficiently support the delivery format.
- Explain resources necessary to initiate the certificate. Indicate existing resources to support the program. Indicate whether the certificate will have a lead administrator (e.g., program director). Indicate whether the person is a faculty member and their position title and, primary responsibilities for the certificate program. Indicate existing faculty members' teaching responsibility to the program. Indicate whether new faculty and/or adjunct faculty will be hired to teach core and required courses. Indicate the costs for new hires and the specific funding source. Indicate the institution's ability to adequately support the certificate with existing resources.
- Indicate whether the certificate is a Gainful Employment program. Indicate why the program will or will not come under Gainful Employment.
- Provide the official course description for all required

courses and restricted electives. Denote if courses are new.

- Indicate the cost of the certificate program at initiation. Indicate how the institution assesses cost (e.g., per course, per credit hour, flat fee). Provide the cost for the type of students, degree seeking students and/or non-degree seeking students. Provide the cost for in-state and/or out-of-state students. Indicate if the cost will differ based on delivery format, if applicable. Indicate whether any additional fees will be collected for the certificate program. Complete one SCHEV Certificate Cost Form for the certificate program.

Note. If enrollment in the certificate program will result in additional costs for degree-seeking students—that is, students already enrolled in a degree program at the university—a detailed explanation must be provided.

Section IV: New Degree Programs

Guidelines and Procedures for New Degree Program Proposals

- All new degree program proposals, except those that qualify for Facilitated Staff Approval, must be reviewed and approved by Council. Proposals subject to Council approval must be submitted according to the two-stage process and applicable timelines described in section C (see page 21). All degree program proposals must include the information required by SCHEV's policy. Proposals eligible for Facilitated Approval must be submitted at least nine months prior to the anticipated initiation date. Requirements for facilitated approval are provided in the "[Addendum Facilitated Approval of Degree Programs](#)." The document is available with this policy on the SCHEV website.
- Approval to initiate a new degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.
- Proposals for new doctoral programs are also subject to the two-stage process, with the qualification that they may be presented for Council action at the next feasible meeting following completion of the external review process. Institutions must arrange (in consultation with SCHEV staff) and fund a site visit to review the degree program proposal. At least two qualified external reviewers and a SCHEV staff member will attend the external review. The site visit must be completed at least eight (8) weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers must be provided with copies of the signed degree program proposal and faculty Curriculum Vitae (CV) prior to the visit and should be charged with preparation of a written report, which must be submitted to the SCHEV staff. Institutions must

provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report. One hard copy of each reviewer's full CV must be sent to SCHEV.

- Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) if the new program significantly modifies or expands the scope of the institution.
- Approval of new transfer associate degree programs at community colleges: Associate of Arts (AA), Associate of Science (AS), and Associate of Fine Arts (AFA). By Council action in January 2023, all community colleges are authorized to offer AA and AS degree programs according to 10 specific Classification of Instructional Programs (CIP) codes specified in the following list:
 - Associate of Arts (AA) Liberal Arts (CIP 24.0103)
 - Associate of Science (AS) General Studies (CIP 24.0102)
 - Business Administration (CIP 52.0201)
 - Computer Science (CIP 11.0701) Education (CIP 13.0101)
 - Engineering (CIP 14.0101) Health Sciences (CIP 51.000)
 - Information Technology (CIP 11.0103) Science (CIP 30.0101)
 - Social Sciences (CIP 45.0101)

For community colleges intending to initiate one of the above listed transfer associate degree programs, the VCCS academic vice chancellor must submit to SCHEV a cover letter and completed SCHEV Cover Sheet. To initiate any other transfer associate degree program, a full program proposal must be submitted as per the rest of this policy.

Specific Instructions for New Degree Program Proposals

1. Proposal Format

- Complete the SCHEV Program Proposal Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative that addresses all applicable items in Part I (pages 23- 29) and Part II (pages 30-34) in sufficient detail to inform reviewers who may not be familiar with the discipline. Narrative text in these sections should address the specified "Questions to Address," and will be evaluated according to the relevant "Components of an Effective Response."
- Complete tables and forms in Parts II (B & C), III, and IV, and provide narrative text to accompany tables as specified.
- Complete required Certification Statements, signed by the Chief Academic Officer, in Part V (see page 38).
- Provide as appendices any information that is labeled as "Provide Appendix." Non- required information may be included as an appendix at the institution's discretion if needed to document the

justification for the proposed program. Non-MS Word documents are to be scanned for inclusion in the appendix of the electronic copy.

- Include documentation for contracts, MOU/MOA's, or other agreements with external resources (e.g., business, institution of higher education, government agency), if applicable.
- See General Requirements for All Documents on page 12 of this document.

Proposal Requirements, Components, and Forms

Proposals for new programs must include the following three components:

- a cover letter signed by the chief academic officer containing the information specified below;
- a "Program Proposal Cover Sheet;" and
- a completed program proposal document, consisting of the following components:
 - Table of Contents
 - Part I: Description of Proposed Degree Program
 - Part II: Justification for the Proposed Program
 - Part III: Summary of Projected Enrollments for the Proposed Program
 - Part IV: Projected Resource Needs for the Proposed Program
 - Part V: Certification Statements
 - Appendices (required and optional)

Letter from Chief Academic Officer

A letter signed by the chief academic officer must accompany the program proposal for all new degree programs. The letter must:

- indicate the institution's legal name, the nature of the request, the degree designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date;
- provide a brief description of the program;
- summarize why the degree program is needed at this time;
- explain how the proposed program will fit with the institution's mission;
- describe what the institution will stop doing or do differently in order to initiate the program, if applicable; indicate whether any degree programs will be proposed for closure or consolidation;
- describe funding plans for the proposed program including the institution's commitment to the proposed program in terms of faculty, financial, and physical resources; and
- include contact information (name, title, email address,

and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program proposal.

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

Program Proposal Cover Sheet

The SCHEV Cover Sheet for Program Proposals must be used to submit proposals for new and spin-off programs (see below).

State Council of Higher Education for Virginia Program Announcement Form

I. Basic Program Information

| | |
|--|--|
| Institution (official name) | |
| Degree Program Designation | |
| Degree Program Name | |
| CIP code | |
| Anticipated Initiation Date | |
| Governing Board Approval Date (actual or anticipated) | |

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

| |
|--|
| |
|--|

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

| |
|---|
| • |
|---|

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

| |
|---|
| • |
|---|

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

| Institution | Program degree designation, name, and CIP code | Degrees granted (most recent 5-yr average) |
|-------------|--|--|
| | | |
| | | |

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 20XX-YY (10-Yr)

| Occupation | Base Year Employment | Projected Employment | Total % Change | Typical Entry Level Education |
|------------|----------------------|----------------------|----------------|-------------------------------|
| | | | | |
| | | | | |

Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)

| Occupation | Base Year Employment | Projected Employment | Total % change | Annual Change | Education |
|------------|----------------------|----------------------|----------------|---------------|-----------|
| | | | | | |
| | | | | | |

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program

| Informational Category | | Program Initiation Year 20 - 20 | Program Full Enrollment Year¹ 20 - 20 |
|-------------------------------|---|--|---|
| 1 | Projected Enrollment (Headcount) | | |
| 2 | Projected Enrollment (FTE) | | |
| 3 | Estimated Tuition and E&G Fees | | |
| 4 | Projected Revenue from Tuition and E&G Fees | \$ | \$ |
| 5 | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | \$ | \$ |

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

¹ For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

State Council of Higher Education for Virginia

Program Announcement Form

Examples

I. Basic Program Information

| | |
|---|----------------------|
| Institution (official name) | Community College |
| Degree Program Designation | Associate of Science |
| Degree Program Name | Biology |
| CIP code | 26.0101 |
| Anticipated Initiation Date | Spring 2021 |
| Governing Board Approval Date (actual or anticipated) | November 21, 2019 |

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

| | |
|---|-----|
| 1st Semester (Assumes a Fall Semester Start): | |
| SDV 101 Orientation | 1 |
| ENG 111 College Composition I | 3 |
| MTH 167 Precalculus with Trigonometry OR MTH 263 Calculus I | 4-5 |
| CHM 111 General Chemistry I | 4 |
| History Elective | 3 |
| Total Credits: 15-16 | |
| 2nd Semester: | |
| ENG 112 College Composition II | 3 |
| MTH 263 Calculus I or MTH 264 Calculus II OR MTH 245 Statistics I | 3-4 |
| CHM 112 General Chemistry II | 4 |
| BIO 101 General Biology I | 4 |
| Humanities/Fine Arts Elective | 3 |
| Total Credits: 17-18 | |
| 3rd Semester: | |
| MTH 264 Calculus II OR MTH 245 Statistics I OR Lab Science Elective | 3-4 |
| BIO 102 General Biology II OR BIO 120 General Zoology | 4 |
| Social Science Elective | 3 |
| CST 100 Principles of Public Speaking OR CST 110 Introduction to Communication OR CST 126 Interpersonal Communication | 3 |
| Total Credits: 13-14 | |
| 4th Semester: | |
| BIO 206 Cell Biology | 4 |
| MTH 245 Statistics I or Lab Science Elective | 3-4 |
| Humanities/Fine Arts Elective | 3 |
| Social Science Elective | 3 |
| Total Credits: 13-14 | |
| Total credits for the AS in Health Sciences = 60-61 | |

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- | |
|--|
| <ul style="list-style-type: none"> • Apply laboratory safety to pursue biology experimental exercises. • Explain the principles of chemical bonding in the formation of molecules and properties of molecules. |
|--|

- Use scientific terminology to identify cellular processes including cell membrane transport and communication, energetics and cell division.
- Apply the principles of heredity at the organismal and molecular levels.
- Identify the evolutionary basis for biological organization.
- Demonstrate effective scientific communication skills, including writing.
- Apply the scientific method to scientific inquiry.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

-
-
-

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

| Institution | Program degree designation, name, and CIP code | Degrees granted (most recent 5-yr average) |
|-------------|--|--|
| | | |
| | | |

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 20XX-YY (10-Yr)

| Occupation | Base Year Employment | Projected Employment | Total % Change | Typical Entry Level Education |
|------------|----------------------|----------------------|----------------|-------------------------------|
| | | | | |
| | | | | |

Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)

| Occupation | Base Year Employment | Projected Employment | Total % change | Annual Change | Education |
|------------|----------------------|----------------------|----------------|---------------|-----------|
| | | | | | |
| | | | | | |

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program

| Informational Category | | Program Initiation Year 20 - 20 | Program Full Enrollment Year ² 20 - 20 |
|------------------------|---|------------------------------------|--|
| 1 | Projected Enrollment (Headcount) | 350 | 525 |
| 2 | Projected Enrollment (FTE) | 152 | 228 |
| 3 | Estimated Tuition and E&G Fees | | |
| 4 | Projected Revenue from Tuition and E&G Fees | \$411,380 | \$1,234,141 |
| 5 | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | \$ | \$ |

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

According to data provided by the college's Office of Institutional Research, biology is an extremely popular major for the institution's transfer students. In 2018-2019, of the 1,919 students who

transferred to University X with an award from the college, 90 enrolled in Biology. Of those 90 students, 59 graduated with the Science A.S., 21 earned the General Studies A.S. and 10 graduated from a different college program. In addition, of 183 the college graduates who transferred to University Y, 28 are majoring in Biology. Of those 28 students, 18 had earned the Science A.S., six earned the General Studies A.S., and four graduated from a different college program. Further, 1,451 students at the college transferred to University X in 2018-2019 without completing a college program and 787 transferred to University Y without graduating from the college first. Eighty-seven of the students who transferred to University X and 118 of those who transferred to University Y majored in Biology at the senior institution. These data demonstrate that having a degree program that clearly shows the best academic pathway will serve a large number of students.

¹ For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.



DEGREE PROGRAM PROPOSAL TRANSFER DEGREES GUIDELINES, CHECKLIST & SAMPLE TABLE OF CONTENTS

Academic and Workforce Programs

Cover Sheet

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

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

Instructions

1. When the program proposal is being submitted to the system office for VCCS staff review please submit the proposal electronically to M. Heather Fitzgerald, VCCS Coordinator of Academic Programs (mfitzgerald@vccs.edu). Check Sheet as one file. Proposal as second file in Microsoft Word or High Resolution PDF.

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

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

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

Chief Academic Officer: (Print Name): _____

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

College: _____

Institution: _____ AA: ____ AS: ____ AA&S ____ AFA ____

Program Title: _____

CIP Code: _____ VCCS Code: _____

Proposal Format

- Use Microsoft Word Times New Roman 12 or Arial Font for all text including appendix cover pages and page numbers. At minimum, foot notes should be in TNR or Arial 10 Font.
- Use one inch margins and single space between narrative text.
- Number all pages of the proposal. Numbering should begin after the Table of Contents.
- Use only SCHEV official forms – edited SCHEV forms will not be accepted. Use SCHEV category headings when provided within this document.
- Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicums sites) in labeled appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable. ***Fuzzy low resolution scans will not be accepted, scans must be legible.***
- The entire proposal should be combined into one electronic file. DO NOT number the VCCS 102 Form, SCHEV Cover Sheet, CAO Letter, nor Table of Contents.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

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

Letter from the chief academic officer – signed.

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

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

address) of person other than the institution's chief academic officer who may be contacted regarding the program proposal.

Address the letter to:

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

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

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

_____ **Table of Contents**

_____ **Description of Proposed Program**

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

_____ **Program Background**

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

_____ **Program Purpose**

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

_____ **Relation to Mission and Strategic Plan**

- What is the relationship of the proposed program to the institution's mission? How does the program align with the institution's mission? Is the program a result of the institution's strategic plan? If so, please explain.

_____ **Distance Learning (if applicable)**

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

_____ **Program Accreditation (if applicable)**

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

_____ **Admission Criteria (if applicable)**

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

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

_____ **Curriculum & Number of Credits in the Program**

- How many credit hours are required for the proposed degree?
- Strong educational justification must be provided for requiring more than 60 credits for transfer degrees; Engineering programs may contain up to 72 credit hours. Institutions should include the curriculum detailing the required number of credit hours.
- Reference in the Curriculum & Number of Credits in the Program section the following Appendices:
 - **Semester by Semester Curriculum**
 - **Program-Specific courses** (as opposed to general education courses) in proposed program including course descriptions, number of credits, lecture hours, and lab hours from the Master Course File (MCF). Include any new courses in the curriculum that do not appear in the Master Course File.

_____ **Faculty Resources**

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

_____ **Program-Specific Outcomes**

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

_____ **Assessment**

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

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

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

programs.

- Will approval of the program result in closure of any programs? If so, please indicate which programs will be closed (this information should align with the information provided in bullet 4/paragraph 4 of the Chief Academic Officer's letter).

_____ **Collaboration (if applicable)**

- If this is a collaborative program with another institution of higher education (public or private) or with business and industry, what is the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the degree. Please have the partnering institution provide a letter of support and explanation. If the partnership is with an institution of higher learning, please have the chief academic officer complete the letter. The letter should be included in the Appendix.

Justification for the Proposed Program

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

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

_____ **Transfer Demand** – Evidence of transfer demand

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

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

- A descriptive narrative/full report of student survey results. Provide a copy of the blank survey in the Appendix. Surveys must reflect information obtained within 12 months of submitting the proposal to SCHEV.
- Letters and/or emails of support from prospective students (a minimum of 15 letters/emails) that include a statement of need for program and indicate possible enrollment in the program in the Appendix. Letters and/or emails must reflect information obtained within 12 months of submitting the proposal to SCHEV.
- A descriptive narrative of enrollment data from existing program(s) (e.g. career studies certificate). Information should reflect enrollment over time and within

at least three years of submitting the proposal to SCHEV.

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

- Please include the estimated headcount (HDCT), full-time equivalent (FTE) students, and graduates (GRAD). The estimated FTE and graduates for Year 4 must meet SCHEV's minimum standards for program viability. (For VCCS Program Viability

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

Projected Resource Needs

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

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

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

SCHEV Cost and Funding Sources to Initiate and Operate the Program –

Provide the Projected Enrollment (Headcount), Projected Enrollment (FTE), Estimated Tuition and E&G Fees for Students in the Proposed Program, Projected Revenue from Tuition and E&G Fees Due to the Proposed Program, and Other Funding Sources Dedicated to the Proposed Program (e.g. grant, business, entity, private sources). The Projected Enrollment (Headcount) and Projected Enrollment (FTE) for the Program Initiation Year need to be consistent with Headcount and FTE in SCHEV's Projected Enrollments Table for Year 1. Likewise, the Projected Enrollment (Headcount) and the Projected Enrollment (FTE) for the Program Full Enrollment Year need to be consistent

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

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

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

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

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

Resources:

- Master Course File - <http://courses.vccs.edu/> for course descriptions, credit hours, etc. from the VCCS Website.
- SCHEV & VCCS Documents - [VCCS Intranet Website](#):

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

M. Heather Fitzgerald, VCCS Coordinator of Academic Programs
Virginia Community College System
300 Arboretum Place, Suite 200
Richmond, Virginia 23236

Consider the following when preparing the submission per SCHEV guidelines.

- Print documents from the Word document format – do not print documents from the PDF.
- Print one-sided.
- Use a clip or rubber band-please do not bind materials.
- For final submission, send two hard copies of the documentation.

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

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

Instructions:

- Enter the appropriate dates at the top of each column for years 1-4.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- Assumptions: Provide data for 1. Retention (%); 2. Full-time students (%); 3. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: “Target Year” refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see VCCS Intranet Website, [Course and Program Development](#) for VCCS Program Viability Table). Projected enrollment should represent actual plans for student enrollment in the program. Please note that Year 4 Target Year must meet program viability standards for FTES and GRADS featured in the VCCS Program Viability Table.

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

SAMPLE of a Typical Program Proposal Table of Contents

Recommended Table of Contents for Program Proposals for New Degrees

Note: Chief Academic Officer's letter is first page of the proposal followed by SCHEV Program Proposal Cover Sheet and Table of Contents as outlined below.

Part I: Description of the Proposed Program

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

Part II: Justification for the Proposed Program

- Response to Current Needs
- Transfer
- Demand
- Student
- Demand

Part III. SCHEV Student Projected Enrollments in Proposed

Program Part IV: Projected Resource Needs

- Cost and Funding Sources to Initiate and Operate the Degree

Program Part V: Certification Statements

Appendices

- Appendix A: VCCS 102 Form, Request for New Curriculum
- Appendix B: Courses Required for the Proposed Program
- Appendix C: Semester by Semester Curriculum (Catalog Layout)
- Appendix D: Letters of Support from Universities
- Appendix E: Transfer Pathways
- Appendix F: Blank Student Demand Survey
- Appendix G: Letters/Emails of Support from Students

Guidelines for Transfer Framework Transition

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

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

Definitions (copied from proposed policy revisions)

5.1.0.0.0 Degree Program

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

5.1.0.0.1 Major

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

5.1.0.0.2 Specialization

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

5.1.0.0.3 Common Curriculum

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

Transition Process

- Existing AA&S programs and existing transfer specializations may be converted to AA or AS degree programs, majors under AA or AS degree programs, or advising pathways.
 - a. To convert a program **to one of the 10 AA/AS degree programs pre-approved by SCHEV³ that will be displayed in your official documents (website, catalog, transcripts):**
 - i. Note this in your Reporting Table. ii. Submit a VCCS-102 Request for New Curriculum form and a draft catalog layout for it to Dr. Dan Lewis. iii. Be sure your curriculum aligns with the Transfer Virginia common curriculum (if it has been developed at the time you do this). iv. Be sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.
 - v. The new program should not be a substantive change, so you should not need to notify SACSCOC, but your IAL will need to update your program list (as they do annually anyway).
 - vi. Enter the program into your next catalog and into SIS.
 - b. To convert a program **to a major** under an AA or AS degree program **that will be displayed in your official documents (website, catalog, transcripts):**
 - i. Note this in your Reporting Table. ii. Submit a VCCS-102 Request for New Curriculum form and a draft catalog layout for it to Dr. Dan Lewis. iii. Be sure your curriculum aligns with the Transfer Virginia common curriculum (if it has been developed at the time you do this). iv. Be sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.
 - v. The new program should not be a substantive change, so you should not need to notify SACSCOC, but your IAL will need to update your program list (as they do annually anyway).
 - vi. Enter the program into your next catalog and into SIS.
 - c. To convert a program **to an AA or AS degree program that is NOT pre-approved by SCHEV** (say, a Biology AS):
 - i. Submit a full program proposal to Dr. Lewis.
 - ii. Note in your Reporting Table that you plan to do this.
 - iii. Be sure you have at least one full-time faculty member in the primary discipline and plan to conduct periodic program reviews.
 - iv. The new program should not be a substantive change, so you should not need to notify SACSCOC, but your IAL will need to update your program list (as they do annually anyway).
 - v. Enter the program into your next catalog and into SIS.
 - d. To convert a program **to an advising pathway:**
 - i. Inform Dr. Lewis using the Reporting Table. ii. Your college need not have full-time faculty in the primary discipline and does not have to

³ SCHEV's preapproved degrees include the following: AA in Liberal Arts, AS in Science, AS in Engineering, AS in General Studies, AS in Social Sciences, AS in Computer Science, AS in Information Technology, AS in Education, AS in Business Administration, and AS in Health Science.

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

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

SACSCOC Notification

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

For the new programs

The September 2020 interpretation of section 8.2.1 of the Principles says that if "an institution's AA and AS degree programs contain a coherent and significant cohort of courses that appear to be a "major" sequence, review committees might reasonably expect the institution to consider each

iteration of its AA and AS degrees to be separate educational programs. This is particularly true when the institution captures these distinctions in official documents (catalog, transcript, diploma, website). In such instances, the institution's case for compliance with Standard 8.2.a (Student learning: educational programs) should include an analysis of each of these AA/AS programs. Reviewers might reasonably expect a "core" set of student learning outcomes that would apply to all AA and AS degrees, but each individual program should also be addressing the effectiveness of its "major" sequence with appropriate student learning outcomes."

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

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

For program discontinuances

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

Submit a teach-out plan to include the following: 1. A Substantive Change Cover. 2. Provide the closure date, defined by SACSCOC as the date when students are no longer admitted. 3. An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure. 4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs. 5. Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified. 6. Copies of signed teach-out agreements with other institutions, if applicable. 7. A description of how faculty and staff will be redeployed or helped to find new employment.

Degree Titles, Major Titles, and Virginia Pathway Titles

1. Colleges offering a new degree featured on the list of SCHEV's 10 approved degree programs must adopt SCHEV's degree title. No modifications to a degree title will be allowed.
2. Colleges offering a Transfer Virginia pathway as a major must adopt the Transfer Virginia's titling convention. No modification to a major title will be allowed.

3. Colleges adopting institutional pathways will need to have the titles of these pathways reviewed by the system office for consistency when more than one college offers the same pathway.

CIP Codes

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

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

Curriculum Codes (aka VCCS Plan Codes)

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

Common Curricula for the Transfer Virginia Pathways

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

Transition from Current Transfer Programs to Transfer Framework

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

Program Viability

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

College Size

Transfer Degrees All AA+AS + AFA Added Together

| FTES | FTES | Grads |
|---------------|------|-------|
| Under 1800 | 17 | 12 |
| 1800 – 4999 | 22 | 15 |
| 5000 and Over | 24 | 17 |

FICTIONAL EXAMPLE OF A AS DEGREE PROGRAM WITH ONE SUBSIDIARY MAJOR

Engineering AS

2022-2023 Catalog
Engineering, AS

Plan Code 831, CIP Code 14.0101

Award: Associate of Science

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

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

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

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

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

Fall Semester - Year 1

-
- [SDV 100 - College Success Skills](#) or [SDV 101 - Introduction to Teacher Education](#) (1 CR.)
 - [ECO 202 - Principles of Microeconomics](#) (3 CR.)

- [EGR 121 - Foundations of Engineering \(2 CR.\)](#)
- [ENG 111 - College Composition I \(3 CR.\)](#)
- [MTH 263 - Calculus I \(4 CR.\)](#)
- [---- - Physical or Life Science Elective w/Lab \(4 CR.\)](#)

Total Credits for Semester **17**

Spring Semester - Year 1

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

Total Credits for Semester **17-18**

Fall Semester - Year 2

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

Total Credits for Semester **16-18**

Spring Semester - Year 2

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

- ___ ___ Humanities/Fine Arts Elective (3 CR.)
- ___ ___ Engineering/Technical Elective (3-4 CR.)
- ___ ___ Engineering/Technical Elective (3-4 CR.)
- ___ ___ Engineering/Technical Elective (3-4 CR.)

Total Credits for Semester **15-18**

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

**Engineering, AS
Electrical Engineering Major**

Plan Code 831-m1, CIP Code 14.1001

Award: Associate of Science

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

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

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

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

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

Fall Semester - Year 1

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

Total Credits for Semester **17**

Spring Semester - Year 1

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

Total Credits for Semester **17**

Fall Semester - Year 2

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

Total Credits for Semester **18**

Spring Semester - Year 2

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

Total Credits for Semester **14-15**

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

FICTIONAL Education AS Curriculum Supporting 2 FICTIONAL Education-related Pathways

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

2022-2023 Catalog Education, AS

Plan Code 625, CIP Code 13.0101

Award: Associate of Science

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

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

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

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

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

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

Related Program: Uniform Certificate of General Studies

Fall Semester - Year 1

-
- [SDV 100 - College Success Skills](#) or [SDV 101 - Introduction to Teacher Education](#) **Credits: 1**
 - [ENG 111 - College Composition I](#) **Credits: 3**
 - ¹[HIS](#) Elective (must meet UCGS requirements) **Credits: 3**
 - ²[MTH 154 - Quantitative Reasoning](#) or

| | |
|---|------------|
| MTH 161, 167 or 263 | Credits: 3 |
| • ³ Social/behavioral Science Elective | Credits: 3 |
| • ⁴ Arts or Humanities Elective | Credits: 3 |

Total Credits for Semester Credits: 16

Spring Semester - Year 1

| | |
|---|------------|
| •CST 100 Principles of Public Speaking or CST 110 - Introduction to Human Communication | Credits: 3 |
| •ENG 112 - College Composition I | Credits: 3 |
| •CST 100 Principles of Public Speaking or CST 110 - Introduction to Human Communication | Credits: 3 |
| •ENG 112 - College Composition II | Credits: 3 |
| •5MTH Elective | Credits: 3 |
| •6Lab Science | Credits: |
| •EDU 200 - Introduction to Teaching as a Profession | Credits: 3 |

Total Credits for Semester Credits: 16

Fall Semester - Year 2

| | |
|--|--------------|
| • EDU 2xx Foundations of Exceptional Education | Credits: 3 |
| • ENG 2xx - Literature Elective | Credits: 3 |
| • PSY 230 - Developmental Psychology or EDU 207 Human Growth and Development | Credits: 3 |
| • Elective | Credits: 3-4 |
| •8Elective | Credits: 3 |

Total Credits for Semester

Spring Semester - Year 2 Credits: 15-16

Notes:

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

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

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

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

Students in elementary or special education should take a course in a different discipline from the first science course. Most students in secondary education should take a second science in the same discipline as the first science, but those planning to

teach non-STEM secondary education should choose a course in a different discipline. Students in some teaching specializations do not need a second lab science.

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

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

Transfer Framework Reporting Table New River

ere’s guidance on reading and completing the reporting table:

Under “Current Transfer Program”

- Curriculum Code – this is the VCCS code for a degree or (at this time) specialization (but soon to be a pathway or separate degree). Most of these won’t change.
- Degree or Specialization – the names of your current AA and AS programs.
- CIP – this is how the degree or specialization is reported to SCHEV now.

Under “Proposed for Implementation No Later than Fall 2025”

- Degree or Pathway – this is our guess/recommendation as to whether your college will transition a specialization into a separate degree program or a pathway to be reported as part of an approved degree program. In making our guesses, we thought about your college’s size because each degree program must have full-time faculty and must undergo periodic program reviews (which are a lot of work).
 - Please add any Science, Engineering, and Education Transfer VA pathways you know you will want, along with probable implementation terms.
- CIP for SCHEV and IPEDS – this is the CIP code VCCS will report to SCHEV, IPEDS or other official outside agencies.
- CIP Internal – this is the CIP code VCCS will use to identify specific pathways so we can answer questions like “of our Education pathways, what’s the most popular pathway?” or “are there any pathways that are hugely popular across the System?” Your college would be able to use this CIP code to identify student career interests for advising purposes.
- Implementation Term: please tell us which Fall term you expect to implement each degree or pathway. That’s so System Office programmers and student services staff can make behind-the-scenes changes needed to support the new pathways. Please note that colleges implementing over multiple years will be able to finalize which degree programs and pathways they are implementing in each reporting cycle (December 1, 2022 for Fall 2023; December 1, 2023 for Fall 2024; December 1, 2024 for Fall 2025). They also will need to let SCHEV know by early January of any new degrees you plan to make effective Fall 2023. If the current transfer degree isn’t changing in the new Framework, please indicate “No Change” in the Implementation Term column.

Transfer Virginia Pathways

| | | | | | | | |
|-------------------------|------------------------|--------------------|-------------------------|-----------------------|-------------------------|---------------------------|-------------------|
| Business* | Computer Science* | Education* | Elementary Education* | Special Education* | Secondary Education* | Teaching Specializations* | Engineering* |
| Biomedical Engineering* | Chemical Engineering* | Civil Engineering* | Electrical Engineering* | Computer Engineering* | Mechanical Engineering* | Art | Biology |
| Chemistry | Communications | Criminal Justice | Dance | English | Environmental Science | Geology | History |
| Human Services | Information Technology | Kinesiology | Mathematics | Music | Philosophy | Physics | Political Science |
| Psychology | Public Health | Religion | Science | Social Work | Sociology | Theatre | World Languages |

*Completed pathways; all other pathways in table are under development; new pathways may be added at a future time.

Please contact [Dr. Sheri Robertson](#)) if you have any questions or concerns. Please support Dr. Wilmer as she edits this chart to be sure it accurately describes your college's planned new Transfer Framework. Please submit your approved reporting table to [Dan Lewis](#) by December 1, 2022. Thank you.

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.

Discontinuance Forms and Approval Process (located on the shared drive)

| Program | Forms needed (along with College Transmittal form) | Approval Process |
|----------------------------|---|--|
| Majors and Degree programs | SCHEV Intent to Discontinue an Academic Program | <ul style="list-style-type: none"> • College Board approval • AS&R recommendation • Academic Services & Workforce SBCC Comm. recommendation • State Board approval • SCHEV notify |
| Specialization | VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec. | <ul style="list-style-type: none"> • College Board approval. • Notify VCCS AS & R staff. |
| Certificates | VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec. | <ul style="list-style-type: none"> • College Board approval • AS&R recommendation • Chancellor approval • SCHEV notify |
| Diplomas | VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec. | <ul style="list-style-type: none"> • College Board approval • AS&R recommendation • State Board approval • SCHEV notify |
| Career Studies Certificate | VCCS Discontinuance Form 2019_Final-Cert., Dipl., CSC & Spec. | <ul style="list-style-type: none"> • College Board approval. • Notify VCCS AS & R staff. |

Program Discontinuance Procedure

Step-by-Step Process for Program Discontinuance

1. Determination to Discontinue a Program

Applies to a degree program, major, certificate, diploma, specialization, or career studies.

2. Initial Review

The Dean reviews the proposal with the Vice President's Staff.

3. Completion of Required Forms

Complete all relevant VCCS/SCHEV Discontinuance Forms.

4. Curriculum and Instruction (C&I) Committee Presentation

A faculty member or dean presents the proposal to the Curriculum and Instruction Committee.

5. Submission to Governing Bodies

The Vice President's Office submits the discontinuance paperwork to VCCS. VCCS reports the decision to the State Board.

6. Updates to Publications

The Vice President's Office removes the program from publications and official listings.

7. Final Reporting

The System Office submits the discontinuance to SCHEV (State Council of Higher Education for Virginia).

Accessibility Enhancements Made

Structured Headings for navigation by assistive technologies.

Bulleted/Numbered Lists for clarity and readability.

Consistent Terminology for easier comprehension.

Removed repetition of identical content blocks.

Ensured plain language and logical order.

Program Discontinuance Process

| Key: R = Review/Recommend A = Approve N = Notification/Reported To | Courses | Career Studies Certificates | Certificates | Diplomas | Degree Programs | Majors | Specializations |
|---|---------|-----------------------------------|--------------|----------|--------------------|--------|-----------------|
| 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 | | | | | | | |

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

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

VCCS Policy Manual- Section 5

**Table 5-6
Program Discontinuance of Career/Technical Programs**

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

VCCS Policy Manual- Section 5



DISCONTINUANCE OF AN ACADEMIC PROGRAM

Academic Services & Research

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

Below is a listing of the required documentation by program type for a discontinuance request. The documentation may be sent electronically to [Dan Lewis](#) and [M. Heather Fitzgerald](#). Please use the list(s) below to sort your proposal.

ASSOCIATE DEGREES, DIPLOMAS AND CERTIFICATES

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

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

Indicate the nature of the request and include the program name/title, degree designation, and CIP code, termination date, administrative unit, and the Local and State Board approval date.

Note: State Board Approval is required to discontinue a degree program.

- Indicate the reason for the intent to discontinue the academic program or degree designation;
- Indicate the institution's plan to address state needs if the program is in a critical shortage area;
- Describe the institution's commitment to the proposed change (in terms of faculty and physical resources), if applicable;
- Describe the resources needed to support the change, if applicable; and
- Include contact information (name, title, telephone number, and e-mail address) of person(s) other than the institution's chief academic officer who may be contacted regarding the document.
- Do not add a page number to the letter.

_____ **VCCS Discontinuance Form**

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

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

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

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

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

_____ Table of Contents

_____ Narrative Description to address the following,

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

Documentation that includes the local college administration and board approval.

_____ Labeled Appendix with any supporting documentation, if appropriate.

CAREER STUDIES CERTIFICATES

_____ VCCS Discontinuance Form

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

_____ Copy of Advising Sheet or Curriculum



DISCONTINUANCE OF AN ACADEMIC PROGRAM

How to Complete the SCHEV form named:

“Intent to Discontinue and Academic Program Cover Sheet”

Academic and Workforce Programs

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

Below is a brief explanation of the applicable sections of the SCHEV form that must be completed for processing. Once completed please send the documentation electronically as a .doc (not a PDF) to [M. Heather Fitzgerald](#). *All form examples should be removed for submission.

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

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

Block 3. Ex. **Business Administration**

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

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

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

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

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

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

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

Block 11. **Disregard**

Block 12. Please add the full dates of discontinuance approval for the Local Board and the State Board for Community Colleges. Ex. **November 11, 2019**. If the program

discontinuance has not yet been approved by the State Board, please future date the form based on the annual January

(day two) [State Board](#) date which can be found at,

Block 13. **Disregard**

Block 14. **Disregard**

Block 15. **Disregard**

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

**State Council of Higher Education for Virginia
Intent to Discontinue an Academic Program
Cover Sheet**

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



**Request Program Discontinuance
ACADEMIC AND WORKFORCE PROGRAMS**

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

- DEGREE MAJOR CERTIFICATE DIPLOMA SPECIALIZATION ONLY CSC

II. PROGRAM CHARACTERISTICS

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

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

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

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

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

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

III. REASON(S) for DISCONTINUANCE

- LACK OF STUDENT DEMAND LOW ENROLLMENT LOW PROGRAM VIABILITY

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

Submitted by _____

Name

Title

Date



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

VCCS Guidelines

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

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

_____ Letter from the chief academic officer to Dr. Felicia L. Ganther – signed.

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

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

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

- Box 1: Provide name of community college.
- Box 2: Check Name/Title box or CIP Code box.
- Box 3: Provide existing title of program.
- Box 4: Provide name of existing credential (i.e. Career Studies Certificate).
- Box 5: Provide CIP code of existing program.
- Box 6: Provide last term and year (e.g. Spring 2020) for granting existing career studies certificate.
- Box 7: If program title change provide new program title. If CIP code change leave blank.

- Box 8: Please leave blank.
- Box 9: If CIP code change provide CIP code of the revised program. If program title change leave blank.
- Box 10: Provide the term and year program title change or CIP code change will be initiated (e.g. Fall 2021).
- Box 11: Term and year of first graduates (e.g. Spring 2021) for program title change or CIP code change.
- Box 12: Please leave blank.
- Box 13: Provide date of approval of program title change or CIP code change by the Local Board (if required by the college). If Local Board approval not required please leave box blank.
- Box 14: Provide information on the location of the program within the institution per guidance on SCHEV's Cover Sheet.
- Box 15: Please provide name, title, telephone work number, and email of the Chief Academic Officer.

_____ Provide a copy of the Curriculum

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

Resources:

- SCHEV Documents - [VCCS Intranet Website](#):



Checklist for Program Title Change and/or CIP Code Change

Career Studies Certificates Academic and Workforce Programs

SCHEV Guidelines

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

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

If no significant changes are indicated as

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

_____ Letter from the chief academic officer to Dr. Craig Herndon – *signed*.

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

- Indicate the nature of the request (program title change or CIP code change) and include existing program title, revised program title (if program title change), credential designation (i.e. certificate, degree, or diploma), current VCCS program code (e.g. 212), existing CIP code, proposed CIP code (if CIP code change), initiation date for proposed revision, administrative unit for the academic program, Local College Board approval date, and State Board approval date (anticipated).
- Provide a description of the change; summarize what is prompting the change (for example: a title change prompted by industry or a more accurate CIP code). Include a statement that the change will not result in significant revisions to the curriculum.
- Explain how the proposed revision will fit with the institution's mission.
- Describe the institution's commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources). If there are resources that are needed to implement this change, please provide a description.
- Include contact information (name, title, telephone number, and e-mail address) of person other than the institution's chief academic officer who may be contacted regarding the proposal who may be contacted regarding the proposal.

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

- Box 1: Provide name of community college.
- Box 2: Check Name/Title box or CIP Code box.
- Box 3: Provide existing title of program.
- Box 4: Provide name of existing credential (e.g Associate of Applied Science, Certificate or Diploma).
- Box 5: Provide CIP code of existing program.
- Box 6: Provide last term and year (e.g. Spring 2020) for granting existing degree/certificate/diploma.
- Box 7: If program title change provide new program title. If CIP code change leave blank.
- Box 8: Please leave blank.
- Box 9: If CIP code change provide CIP code of the revised program. If program title change leave blank.
- Box 10: Provide the term and year program title change or CIP code change will be initiated (e.g. Fall 2021).
- Box 11: Term and year of first graduates (e.g. Spring 2021) for program title change or CIP code change.
- Box 12: Please leave blank.
- Box 13: Provide date of approval of program title change or CIP code change by the Local Board and the State Board (anticipated date).
- Box 14: Provide information on the location of the program within the institution per guidance on SCHEV’s Cover Sheet.
- Box 15: Please provide name, title, telephone work number, and email address of person other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding the program title change and/or CIP code change (e.g. dean or program head).

Table of Contents - *completed*.

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

Narrative- *completed*.

- Include a background narrative, explanation, or summarized history of the actions that led to the proposed program title change or CIP code change. Please include when the Local Board approved the proposed change. Note: the background narrative is not the rationale to justify the proposed change, which is addressed in the next bullet below.
- Include a detailed rationale providing a justification for the proposed program title change or CIP code change.

- Provide a discussion summarizing any differences between the existing curriculum and the revised curriculum. Please reference the current curriculum and the revised curriculum in the Appendix. Please reference the course descriptions corresponding to the proposed program change that will be included in the next subsection.
- Describe the resources needed to institute the program title change or CIP code change. Include information for administration, faculty and program support. If no resources are needed please state the following: *No additional resources will be needed to implement the proposed title change or CIP code change.*

_____ **Course Descriptions - *completed.***

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

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

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

Resources:

- SCHEV Documents - [VCCS Intranet Website:](#)

FORMS

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

| | FORM | FILENAME |
|-----|---|--|
| 1. | Checklist Carer Studies Certificate | S:\ Forms C&I \curriculum\ Checklist Carer Studies Certificate |
| 2. | Checklist Discontinue Academic Program | S:\ Forms C&I \curriculum\ Checklist Discontinue Academic Program |
| 3. | CI Committee Transmittal Forms | S:\ Forms C&I \curriculum\ CI Committee Transmittal Forms |
| 4. | Example of Program Announcement | S:\ Forms C&I \curriculum\ Example of Program Announcement |
| 5. | General Education Matrix Blank 2019 | S:\ Forms C&I \curriculum\ General Education Matrix Blank 2019 |
| 6. | Major Checklist | S:\ Forms C&I \curriculum\ Major Checklist |
| 7. | Program Audit worksheet – Transfer Programs | S:\Forms C&I\curriculum\ Program Audit worksheet – Transfer Programs |
| 8. | Checklist Specialization | S:\ Forms C&I \curriculum\Specialization Checklist.pdf |
| 9. | Program Proposal Guidelines Checklist and Sample Table of Contents for AAS and AAA Degrees June 15_2023 | Program Proposal Guidelines Checklist and Sample Table of Contents for AAS and AAA Degrees June 15_2023 |
| 10. | Program Proposal Guidelines Checklist and Sample Table of Contents for Certificates and Diplomas_June_15_2023 | S:\ Forms C&I \curriculum\ Program Proposal Guidelines Checklist and Sample Table of Contents for Certificates and Diplomas_June_15_2023 |
| 11. | Program Proposal Guidelines Checklist and Sample Table of Contents for Transfer Degrees_June_15_2023 | S:\Forms C&I\Program Proposal Guidelines Checklist and Sample Table of Contents for Transfer Degrees_June_15_2023 |
| 12. | Program Proposal Template for Certificates and Diplomas_Jan_16_2021 | S:\Forms C&I\Program Proposal Template for Certificates and Diplomas_Jan_16_2021 |
| 13. | Program Title and CIP Code Change Checklist for Degrees_Certificates_Diplomas_June_15_2023 | S:\ Forms C&I \curriculum\ Program Title and CIP Code Change Checklist for Degrees_Certificates_Diplomas_June_15_2023 |
| 14. | Program Title Change and CIP Code Change Checklist for Career Studies Certificates_June_15_2023 | S:\ Forms C&I \curriculum\ Program Title Change and CIP Code Change Checklist for Career Studies Certificates_June_15_2023 |
| 15. | Program Audit worksheet – CTE Programs | S:\ Forms C&I \curriculum\ Program Audit worksheet – CTE Programs |
| 16. | Request to Correct Errors in Course Infor in Master Course File | S:\ Forms C&I \curriculum\ Request to Correct Errors in Course Infor in Master Course File |
| 17. | SCHEV Certification Statements_Updated2020 | S:\ Forms C&I \curriculum\ SCHEV Certification Statements_Updated2020 |
| 18. | SCHEV Cost and Funding Sources to Initiate and Operate the Program2020 | S:\ Forms C&I \curriculum\ SCHEV Cost and Funding Sources to Initiate and Operate the Program2020 |
| 19. | SCHEV Discontinuance Form_Instructions_2021 | S:\ Forms C&I \curriculum\ SCHEV Discontinuance Form_Instructions_2021 |

| | | |
|-----|---|--|
| 20. | SCHEV Intent to Discontinue an Academic Program Cover Sheet_Updated2022 | S:\ Forms C&I \curriculum\ SCHEV Intent to Discontinue an Academic Program Cover Sheet_Updated2022 |
| 21. | SCHEV Program Proposal Cover Sheet_Updated2022 | S:\ Forms C&I \curriculum\ SCHEV Program Proposal Cover Sheet_Updated2022 |
| 22. | SCHEV Title and CIP Code Revision Cover Sheet Update 2022 | S:\ Forms C&I \curriculum\ SCHEV Title and CIP Code Revision Cover Sheet Update 2022 |
| 23. | SCHEV-Prog-Announce-Form | S:\ Forms C&I \curriculum\ SCHEV-Prog-Announce-Form |
| 24. | SCHEV Academic Revision Cover Sheet | S:\ Forms C&I \curriculum\ SCHEV Academic Revision Cover Sheet |
| 25. | Specialization Checklist | S:\ Forms C&I \curriculum\ Specialization Checklist |
| 26. | VCCS 102 Request for New Curriculum revised August 2020 | S:\ Forms C&I \curriculum\ VCCS 102 Request for New Curriculum revised August 2020 |
| 27. | VCCS 104-Course Content Summary | S:\ Forms C&I \curriculum\ VCCS 104-Course Content Summary |
| 28. | VCCS Discontinuance Form 2022 | S:\ Forms C&I \curriculum\ VCCS Discontinuance Form 2022 |
| 29. | VCCS Form 103 (REV 0223) | S:\ Forms C&I \curriculum\ VCCS Form 103 (REV 0223) |

Program Minimum/Maximum Credit Requirements

| Degree | VCCS Requirements | Ideal Credit Total (Based on Academic Audit) |
|----------------------------|-------------------|---|
| AA&S | 60-63 | 60-61 |
| AAS | 65-69 | 65-67 |
| Diploma | 60-72 | 60-61 |
| Certificate | 30-59 | 30-35 |
| Career Studies Certificate | 9-29 | |

Note:

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

NRCC Programs 2025-2026

| Degree Awarded | NRCC Programs | | Major/Specializations | | Certificate/Diplomas | | Career Studies Certificates (CSC) | | CIP Code |
|--|------------------|-----------------------------------|-----------------------|----------------------------------|----------------------|---|--------------------------------------|--|--|
| | VCCS Code | Degree Title | VCCS Code | Degree Title | VCCS Code | Title | VCCS Code 221-XXX-XX | Title | |
| Associate of Science (AS) Transfer Degrees | 213 | Business Administration | | | | | | | 52.0201 Business Administration and Management, General |
| | 831 | Engineering | 831-01 | Computer Science | | | | | 14.010 Engineering, General |
| | 880 | Science | | | | | | | 30.0101 Biological and Physical Sciences |
| | 246 | Computer Science | | | | | | | 11.0701 Computer Science |
| | 625 | Education | | | | | | | 13.0101 Education, General |
| | 699 | General Studies | | | | | | | 24.0102 General Studies |
| Associate of Arts (AA) Transfer Degrees | 648 | Liberal Arts | 648-01 | Fine Arts | | | | | 24.0103 Humanities/Humanistic Studies |
| | | | 648-02 | Visual Communication Design | | | | | |
| | | | | | 695 | Uniform Certificate of General Studies (Cert) | | | 24.0199 Liberal Arts & Science, General Studies & Humanities, Other |
| Associate of Applied Science (AAS) Career/Technical Education Degrees | 203 | Accounting | | | | | 203-01 | Accounts Receivable/Payable | 52.0399 Accounting & Related Services, other |
| | | | | | | | 203-05 | Cost Accounting Clerk | |
| | | | | | | | 203-06 | Payroll Clerk | |
| | 212 | Business Management | | | | | 212-14 | Human Resource Practices | 52.0299 Business / Managerial Operations, Other |
| | | | | | | | 212-04 | Management Practice | |
| | 298 | Administrative Support Technology | 298-02 | Medical Administrative Support | | | | | 52.0499 Business Operations Support & Secretarial Services, Other |
| | | | 298-03 | Paralegal Administrative Support | | | 298-01 | Administrative Assistant | |
| | | | | | | | 260-01 | Paralegal Assistant | |
| | 729 | Engineering Design Technology | | | | | 729-01 | Engineering Design Technology | 22.0302 Legal Assistant/ Paralegal |
| | 299 | Information Technology | 299-02 | IT Network & Technical Support | | | 299-01 | IT Software Design | 15.1302 CAD/CADD Drafting And/or Design Technology/ Technician |
| | | | 299-12 | IT Stack | | | 299-08 | IT-Foundations | |
| | | | 299-10 | IT Cyber Security | | | | | |
| 456 | Criminal Justice | | | | | 400-45 | Criminal Justice Foundations I | 43.0103 Criminal Justice / Law Enforcement Administration | |
| | | | | | | 400-46 | Criminal Justice Foundations II | | |
| | | | | | | 100-48 | Crime Scene & Criminal Investigation | | |
| 405 | Forensic Science | | | | | | | 43.0106 Forensic Science & Technology | |
| | | | | | | | | | |
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| Degree Awarded | NRCC Programs | | Major/Specializations | | Certificate/Diplomas | | Career Studies Certificates (CSC) | | CIP Code |
|--|---|--|-----------------------|-----------------------------|----------------------|--------------------------------|-----------------------------------|--|---|
| | VCCS Code | Degree Title | VCCS Code | Degree Title | VCCS Code | Title | VCCS Code 221-xxx-xx | Title | |
| Associate of Applied Science (AAS) Career/Technical Education Degrees | 480 | Human Services | 480-01 | Early Childhood Development | | | | | 51.1599 Mental & Social Health Services & Allied Professions, Other |
| | | | | | 469 | Human Services (Cert) | | | |
| | | | | | | | 480-31 | Recovery Specialist | 19.0709 Child Care Provider / Assistant |
| | | | | | 632 | Early Child Development (Cert) | | | |
| | | | | | | | 636-04 | Child Development | |
| | | | | | | | 636-05 | Child Development: Infant & Toddler | |
| | 156 | Nursing | | | | | | | 51.3801 Nursing – Registered Nurse Training (RN, ASN, BSN, MSN) |
| | | | | | 157 | Practical Nursing (Cert) | 157-04 | Nurse Aide | 51.3901 Licensed Practical/ Vocational Nurse Training (LPN, LVN, Cert. Dipl., AAS) |
| | 146 | Paramedic (In partnership with Central Virginia Community College) | | | | | 146-01 | Emergency Medical Technician | 51.0904 Allied Health Diagnostic, Intervention and Treatment Professions |
| | | | | | | | 146-08 | Advanced Emergency Medical Technician (In partnership with Central Virginia Community College) | |
| | | | | | | | 190-01 | Health Professions Preparations | 51.0999 Allied Health Diagnostic, Intervention, and Treatment Professions, Other |
| | 941 | Electrical Engineering Technology | | | | | 941-01 | Electricity | 15.0303 Electrical, Electronic & Communications Engineering Technology/ Technician |
| | | | | | | | 941-05 | Electrical- Construction Technology | |
| | | | | | | | 941-06 | Practical Electronics Technician I | |
| | | | | | | | 941-07 | Practical Electronics Technician II | |
| | | | | | | | 732-00 | IT Network | |
| | | | | | | | 732-09 | Cybersecurity | |
| | | | | | | | 732-08 | Cybersecurity and Networking Foundations – I | |
| | | | | | | | 732-14 | Cybersecurity and Networking Foundations II | |
| | 981 | Electronics Technology | | | | | | | 47.0105 Industrial Electronics Technology/ Technician |
| 928 | Instrumentation & Control Automation Technology | | | | | 938-02 | Computerized Numerical Control | 47.0105 Industrial Electronics Technology/ Technician | |
| | | | | | | | | | |
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| Degree Awarded | NRCC Programs | | Major/Specializations | | Certificate/Diplomas | | Career Studies Certificates (CSC) | | CIP Code |
|--|---------------|--------------------|-----------------------|--------------|----------------------|-----------------------------|---|--|---|
| | VCCS Code | Degree Title | VCCS Code | Degree Title | VCCS Code | Title | VCCS Code 221-xxx-xx | Title | |
| Associate of Applied Science (AAS) Career/Technical Education Degrees | 950 | Machine Technology | | | | | 952-03 | Basic Machine Tool Operations | 48.0599 Precision Metal Working, Other |
| | | | | | | | 952-04 | Machine Operations | |
| | | | | | | | 952-05 | Machine Technology Fundamentals - I | |
| | | | | | | | 952-06 | Machine Technology Fundamentals - II | |
| | | | | | | | 990-00 | Industrial Maintenance - I | 15.0699 Industrial Production Technologies/ Technicians, Other |
| | | | | | | | 990-01 | Industrial Maintenance - II | |
| | | | | | 907 | Auto Analysis Repair (Dipl) | 909-04 | Automotive Drivability | 47.0604 Automobile/ Automotive Mechanics Technology/Technician |
| | | | | | 995 | Welding (Cert) | 995-00 | Fundamentals of Welding | 48.0508 Welding Technology/Welder |
| | | | | | | | 995-02 | Advanced Welder | |
| | | | | | | | 995-10 | Welding Automation | |
| | | | | | | | 736-10 | Advanced Manufacturing - I | 15.0613 Manufacturing Engineering Technology/ Technician |
| | | | | | | | 736-11 | Advanced Manufacturing – II | |
| | | | | | | | 736-02 | Mechatronics Fundamentals | |
| | | | | | | | 736-03 | Applied Mechatronics | |
| | | | | | | | 828-10 | Alternative Energy | 03.0101 Natural Resources/ Conservation, General |
| | | | | | | | 903-10 | Refrigeration & Air Condition | 47.0201 Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/ Technician (HAC, HACR, HVAC, HVACR) |
| | | | | | | | 917-02 | Construction Technology | 46.0000 Construction Trades, General |
| | | | | | | | 285-01 | Medical Office Assistant | 51.0799 Health & Medical Administrative Services, Other |
| | | | | | | | 152.00 | Medical Coding Foundation – I | 51.0707 Health Information/Medical Records Technology/Technician |
| | | | | | | | 152.01 | Medical Coding Foundation - II | |
| | | | | | | 850-04 | Practical Electrical Energy Technician – I | 15.0599 Environmental Control Technologies/Technicians, Other | |
| | | | | | | 820-05 | Practical Electrical Energy Technician - II | | |
| | | | | | | | | | |
| | | | | | | | | | |

| Degree Awarded | NRCC Programs | | Major/Specializations | | Certificate/Diplomas | | Career Studies Certificates (CSC) | | CIP Code |
|--|---------------|--------------|-----------------------|--------------|----------------------|-------|-----------------------------------|--------------------------------------|---|
| | VCCS Code | Degree Title | VCCS Code | Degree Title | VCCS Code | Title | VCCS Code 221-xxx-xx | Title | |
| Associate of Applied Science (AAS) Career/Technical Education Degrees | | | | | | | 968-78 | Engineering Design Fundamentals – I | 15.0000 Engineering Technology, General |
| | | | | | | | 968-79 | Engineering Design Fundamentals - II | |
| | | | | | | | 942-01 | Practical Electrical Technician – I | 46.0302 Electrician |
| | | | | | | | 942-02 | Practical Electrical Technician – II | |
| | | | | | | | 810-01 | Unmanned Systems | 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General |
| | | | | | | | | | |
| | | | | | | | | | |

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

PROGRAM TOTALS:

| | |
|----------------------------|-------------------------|
| AS Degrees-6 | AAS Degree-14 |
| AS Major/Specializations-1 | Diplomas-1 |
| AA Degrees-1 | Certificates-5 |
| AA Major/Specializations-2 | Career Studies Cert.-56 |