



Tidewater Community College

Curriculum

Procedures

Handbook

2023-2024

Table of Contents

1.0	Introduction	3
2.0	Curriculum Structure and Requirements	6
3.0	Proposal for a New VCCS Course	17
4.0	Proposal for Revising an Existing Course within Master Course File (MCF)	21
4.01	Proposal for Revising a Local Course Prerequisite/Co-requisite.....	24
5.0	Proposal for Activating an Existing VCCS Course.....	25
6.0	Proposal for Creating a General Usage Course	28
7.0	Course Discontinuance.....	29
8.0	Proposal for a Career Studies Certificate.....	30
9.0	Proposal for Modifying a Career Studies Certificate	33
10.0	Career Studies Certificate Discontinuance.....	35
11.0	Proposal for a Certificate.....	38
12.0	Proposal for Modifying a Certificate	41
13.0	Certificate Discontinuance	43
14.0	Proposal for a Specialization of Existing Degree Program	46
15.0	Proposal for Modifying a Specialization	48
16.0	Specialization Discontinuance	50
17.0	Proposal for a Degree Program.....	53
18.0	Proposal for Modifying a Degree Program	58
19.0	Degree Program Discontinuance	60
20.0	Proposal for Program Name Change and/or CIP Code Change	63
21.0	Program Delivery Mode.....	66
22.0	Related Academic Affairs Policy, Plans, Procedures.....	67
23.0	Revision History.....	68

1.0 Introduction

1.1 Purpose

This handbook describes procedures for the development, approval, modification, evaluation, and discontinuance of courses and programs at Tidewater Community College (TCC). The term *curriculum*, used interchangeably with *programs*, includes credit courses, certificates, and degrees related to the college's instructional programs. These curricular procedures are designed to implement programs that reflect not only the highest academic standards, but also the college's commitment to enhance educational opportunities through cooperative relationships with community, regional, and state businesses and industries, as well as secondary public school systems and four-year colleges and universities.

1.2 College Constituencies with Curricular Responsibility

Curricular actions must pass through several internal steps at the college. The following college constituencies usually participate in curriculum development.

Program and Discipline Faculty

The discipline and program faculty provide curricular coordination of the discipline and program, respectively, including its development and delivery. Discipline and program faculty are composed of all full-time faculty within a specific discipline or program. Adjunct faculty may be included in this work, but cannot be required to participate in curriculum development. In the career and technical disciplines, appropriate representatives from business and industry may be invited to participate. For transfer programs, TCC's Transfer Advisory Board brings together TCC faculty and staff with four-year institution partners to discuss curriculum. In those curricula where there may be multiple disciplines involved, the faculty from the involved disciplines participate in curricular development. In short, TCC faculty members are expected to lead in the revision of existing and development of new curriculum.

Campus Administration

Deans are responsible for the administration of academic programs and credit courses. Deans review proposals for new or revised curricula to be forwarded to the Curriculum Committee, if appropriate.

Curriculum Committee

The Curriculum Committee is a faculty governance committee predominantly comprised of teaching faculty. The committee reviews all new and revised curriculum proposals and course and curricula discontinuance requests put forth by the faculty. It also reviews new and revised related academic policy proposals and annually reviews and recommends revisions to the Curriculum Handbook, to include curriculum proposal processes. The committee provides feedback on program prioritization reports and recommends process and procedural changes. Recommendations by the Curriculum Committee are directed to the Associate Vice President for Academic Affairs (AVP) who may advance them to the Vice President for Academic Affairs and Chief Academic Officer (Vice President).

College Administration

The AVP is responsible for overall coordination and implementation of the curriculum process for credit curricula and credit courses, and approval of recommendations for curriculum modifications. The Vice President is responsible for overall coordination and implementation of academic policy and the review of recommendations for new and discontinued curricula advanced by the Curriculum Committee through the AVP. Upon recommendation of the Vice President, the President and the Executive Staff review and approve proposals for new and revised academic policies.

Program Advisory Committees (PACs)

Local program advisory committees composed of community representatives must be utilized in the establishment, development and evaluation of curricula. Members nominate new members to the respective dean. The Curriculum and Student Development Committee of the TCC Local Board reviews all nominations submitted by the Vice President. The President appoints nominees approved by the Board.

TCC College Board

The TCC College Board reviews all proposals to initiate or discontinue programs. The Curriculum and Student Development Committee of the Board considers matters pertaining to instructional programs, program advisory committees, and community service programs.

1.3 State and Regional Constituencies with Curricular Responsibility

As part of the Virginia Community College System (VCCS), TCC abides by VCCS policies. The VCCS is part of the Commonwealth of Virginia's system of higher education, which is coordinated by the State Council of Higher Education for Virginia (SCHEV).

Virginia Community College System (VCCS)

State policies with regard to curricula are found in Section 5 of the *VCCS Policy Manual*. The two major groups at the VCCS with curricular responsibility are as follows:

Academic and Workforce Programs

Academic and Workforce Programs is the unit of the VCCS central office that deals with system-wide review of academic policy, curricula, and courses. This unit is headed by the Vice Chancellor for Academic and Workforce Programs and staffed by individuals who assist with planning for academic programs and major initiatives such as dual enrollment and articulation with senior institutions. Staff in this office maintain the Master Course File (MCF), which is an online list of all courses approved for current use by any VCCS institution.

Academic and Student Affairs Council

The Academic and Student Affairs Council advises the Vice Chancellor for Academic Services and Research on policy issues. The Council includes the academic and student services vice presidents, their associate vice presidents, and provosts from the twenty-three community colleges in the system. The Academic and Student Affairs Council has several subcommittees whose work may influence TCC curricular decisions. The Educational Programs Committee considers academic policy issues. The Course Review Committee, which includes deans from each general curricular area (e.g., allied health, natural sciences, humanities) and the chair of the Educational Programs Committee, review proposals for new and revised courses. The Faculty Issues Committee, the Student Services Committee, the Institutional Effectiveness Committee, and the Distance Learning Committee may also make recommendations that impact TCC's educational programs.

State Board for Community Colleges

The State Board for Community Colleges is the regulatory board for the VCCS. New diploma, certificate, and associate degree programs must be approved by the State Board.

SCHEV

Degree programs new to the College must be approved by SCHEV, which also requires periodic evaluation of all programs and assessment of student learning. SCHEV also promotes articulation among VCCS institutions and senior institutions in Virginia. SCHEV staff members and VCCS and senior institution colleagues coordinate the State Committee on Transfer.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accrediting body in the Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and Latin America for those institutions of higher education that award associate, baccalaureate, master, or doctoral degrees. TCC is accredited by SACSCOC. In order to maintain this accreditation, the College must comply with the standards for educational programs as specified in the [Principles of Accreditation: Foundations for Quality Enhancement](#), which include compliance with the policies of the Commission on Colleges.

Program Accreditation

Some career and technical programs participate in specialized accreditation offered by professional organizations. In some cases, this accreditation is required in order to enable graduates of the program to enter the workforce and/or be eligible for certification and licensure. Specialized accreditation does not relieve a program of the state, college, and regional requirements.

2.0 Curriculum Structure and Requirements

2.1 Curriculum and Program Oversight

Faculty shall ensure academic courses and programs are coherent, current and aligned with the college mission and goals and workforce/transfer demands. Faculty shall ensure programs contain essential curricular components, such as general education coursework, and that content and pedagogy are appropriate.

Faculty shall develop student learning outcomes for each program, determine how and when to assess the outcomes, review findings, and determine and implement changes needed to foster student learning. The Office of Institutional Effectiveness (OIE) shall coordinate this program assessment.

All courses and programs offered through distance education will maintain the same rigor and meet the same learning outcomes as on-campus courses and programs.

The faculty responsible for these elements shall be qualified in fields appropriate to the curricular content and award level of the academic program.

2.2 Program Advisory Committees

Deans shall oversee or delegate to program leads the formation and operation of Program Advisory Committees (PACs) composed of community representatives for all programs, unless stackable into another program at the college. In accordance with procedures contained in the *PAC Handbook*, PAC facilitators shall ensure PACs meet at least yearly and post membership rosters and reports documenting completion of PAC objectives in i-INCURR annually.

2.3 Curriculum Structure and Terminology

SCHEV and the VCCS structure curricula on several levels. A degree or a certificate may be a major, and each has a separate VCCS code number. Sometimes curricula the College considers as separate programs, such as Accounting and Business Management, share the same Classification of Instructional Programs (CIP) code (as defined by the National Center for Education Statistics) and are considered as one program for SCHEV productivity and external reporting purposes.

2.3.1 Degree Types

A degree program is a broadly structured curriculum leading to the award of an associate degree; is identified by a six-digit CIP code used for reporting purposes to external agencies; and is listed on the student's diploma. Under each of the programs there may be one or more majors. TCC offers five types of degrees: AA, AS, AAA, AFA, and AAS.

1. Associate of Arts (AA)

The AA degree is awarded for the completion of a two-year curriculum in Liberal Arts. The AA degree is designed for students who plan to transfer to four-year degree-granting institutions for completion of a Bachelor of Arts (BA) degree. A significant portion of the AA degree is in general education, includes foreign language through the intermediate level, and is typical of the first two years of a BA program.

2. Associate of Science (AS)

The AS degree is awarded for completion of two-year curricula in a variety of pre-professional programs. The AS degree is designed for students who plan to transfer to four-year degree-granting institutions for completion of a Bachelor of Science (BS) degree. A significant portion of the AS degree is in general education that is typical of the first two years of a BS program.

3. Associate of Fine Arts (AFA)

The AFA degree is awarded for completion of two-year curricula in the fine and

performing arts. The AFA degree is designed for students who plan to transfer to four-year degree-granting institutions for completion of a degree in fine arts, visual and/or performing arts. A significant portion of the AFA degree is in general education that is typical of the first two years at a four-year institution.

4. Associate of Applied Arts (AAA)

The AAA degree is awarded for completion of two-year curricula designed to prepare students to work in the arts. These degrees have specific occupational objectives.

5. Associate of Applied Science (AAS)

The AAS degree is awarded for completion of two-year career/technical curricula that are designed to prepare students for employment immediately following graduation. Some AAS degree programs require a summer term and, in exceptional cases, two summer terms may be required. In no case can the program extend beyond 24 calendar months of full-time study.

2.3.2 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.

2.3.3 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. Specializations are only permitted within existing major programs and are designed to provide students with a special emphasis within a degree major. Data on specializations are not reported to the VCCS and SCHEV separately from the major.

2.3.4 Certificate

A certificate is awarded for the completion of a career/technical curriculum less than two years in length. Most certificates prepare students for a specific job or aspect of a job. Some certificates are essentially the first year of an associate degree, in which case the credit earned in the certificate may be used toward the degree. Whereas VCCS policy permits a Certificate program to contain between 30 and 59 credits, a credit audit by the VCCS strongly recommends that these programs require between 30 and 35 credit hours. A minimum of 15% of a certificate's credit hour requirement shall be in general education.

2.3.5 Career Studies Certificate

A career studies certificate is awarded for a short (9-29 credit) program of study, typically one that may be finished in less than one year. Career studies certificate programs are not required to include general education. Career studies programs may be designed to develop and enhance job and life skills; retrain existing employees for career change; or facilitate the investigation of career possibilities.

2.3.6 Uniform Certificate of General Studies (UCGS)

Effective summer 2021, the Uniform Certificate of General Studies is a one-year curriculum of study that consists of 30-32 semester hours where all courses shall be transferrable and satisfy a lower-division general education requirement at any public institution of higher learning, except as approved by SCHEV. The courses in the UCGS may satisfy a general education requirement without having a specific course equivalent at the receiving institution. All courses

classified as UCGS transfer courses shall be identified in the MCF. UCGS transfer courses which are offered as concurrent enrollment (dual credit) shall be identified in the *College Catalog* or on the college website.

2.1.9 The Passport

The Passport, a milestone within the UCGS, is a subset of courses that consists of 16 semester hours. All courses classified as Passport transfer courses shall be identified in the MCF. Passport transfer courses which are offered as concurrent enrollment (dual credit) shall be identified in the *College Catalog* or on the college website.

2.4 Degree, Certificate, and Career Studies Certificate Requirements

2.4.1 Degree Requirements

Only courses numbered 100 and above may be used to meet degree requirements. AA, AS and AFA degrees shall only require courses commonly accepted for transfer. The following VCCS Requirements, Table 5.1 of the *VCCS Policy Manual*, incorporate SACSCOC requirements and those requirements defined by the College.

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

	Minimum Number of Semester Hour Credits			
	(1) AA	(2) AS	(3) AFA	(4) AAA / AAS
General Education:				
Communication	6 ^(a)	6 ^(a)	6 ^(b)	3-6
Humanities/Fine Arts/Literature	6 ^(c)	6 ^(c)	3-9	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 5.1.0.0.3.6 for exceptions to the total credits allowed.</p>				

General Education Outcomes

The *VCCS Policy Manual* (Section 5.0.2) states: “Associate degree programs provide a coherent, shared experience for students to develop the general education core competencies expected of them as college-educated individuals. General education, as an integrated and cohesive whole, provides the educational foundation necessary to promote intellectual and personal development. Upon completion of the associate degree, graduates of Virginia's Community Colleges will demonstrate competency in student learning outcomes (SLOs) determined and assessed by each college in

- 1) civic engagement,
- 2) critical thinking,
- 3) professional readiness,
- 4) quantitative literacy,
- 5) scientific literacy, and
- 6) written communication.

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

Per VCCS Policy 5.0.2, each college is responsible for identifying appropriate learning outcomes for each of these competencies and for assessing those outcomes in accordance with SACSCOC accreditation standards and SCHEV policy.

All teaching faculty shall participate in General Education Assessment (GEA) as defined in the *General Education Assessment Plan*, published on the college intranet. Academic Affairs shall coordinate execution of GEA. The Instruction Committee shall review the *GEA Plan* annually and recommend changes to the Associate Vice President for Academic Affairs (AVP) for approval.

General Education Requirements

Beyond the general education outcomes outlined above, students in a degree program are required to successfully complete a minimum number of semester credit hours in courses that qualify as general education in nature that ensure for a “breadth of knowledge” and that are based on a coherent rationale. Further, the courses must not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

The *College Catalog* includes a list of specific classes that may be used to meet general education core requirements. Students planning to transfer are advised to consult a college counselor or advisor or the four-year institution in which they intend to transfer for assistance selecting courses in fulfillment of general education course requirements.

Specific components of the general education course requirements are provided below. Courses used to fulfill general education requirements are specified in the *College Catalog*.

Communication

Each degree must contain courses that ensure competence in oral and written communication. Because ENG 111, College Composition, is a foundation course in each degree curriculum, it is advisable to include it in the first semester.

For all degrees, ENG 111 College Composition I is required. ENG 112 College Composition II is required for all AA, AS, and AFA degrees.

Humanities/Fine Arts/Literature

Humanities requirements in AA, AS, AFA, AAA, and AAS degrees may be met by select courses in art history (ART), communication studies (CST) literature (ENG), humanities (HUM), music appreciation or music history (MUS), philosophy (PHI), and religion (REL).

Social/Behavioral Sciences

The social science requirement may be met by identified courses in economics (ECO), geography (GEO), history (HIS), political science (PLS), psychology (PSY), sociology (SOC), and social science (SSC).

Mathematics

Only mathematics courses with a MTH prefix meet the general education math requirement.

AA degrees require three (3) credits in MTH at or above the MTH 154 level. AS degrees require three to six (3 to 6) credits in MTH at or above the MTH 154 level. AFA degrees require a minimum of three (3) credits in MTH.

AAA and AAS degrees must include at least one mathematics or natural sciences general education course, requiring a minimum of three (3) credits in mathematics/natural sciences. AAA and AAS degrees that have a science requirement need not include a mathematics course, but competency in quantitative reasoning skills must be developed and demonstrated elsewhere in the curriculum.

Natural Sciences

Courses fulfilling this requirement are generally in biology (BIO), chemistry (CHM), environmental science (ENV), geology (GOL), natural science (NAS), and physics (PHY).

AAA and AAS degrees must include at least three credits in a mathematics or natural sciences general education course. Degrees that require a math course need not require a natural science course, but the curriculum must still develop students' scientific reasoning skills. The inclusion of at least one course in a science (laboratory or non-laboratory) is strongly encouraged.

General Education Course Approval

VCCS policy requires students to complete minimum general education requirements for all associate degree programs in the following areas (see VCCS Table 5.1 for specific credit requirements). Courses being considered for inclusion as an approved general education course must represent one of these requirements.

1. Communication
2. Mathematics
3. Humanities/Fine Arts/Literature
4. Natural Sciences
5. Social/Behavioral Sciences

Courses that may qualify for inclusion as general education courses include:

- new courses proposed for inclusion in the college curriculum,
- courses that are already a part of the college curriculum but are not currently identified as general education courses, and
- courses that have already been identified as general education courses and

need periodic reaffirmation.

To be included as a general education course, a course must meet the following criteria:

1. Clearly meet the learning outcomes of one or more of the general education competencies.
2. Provide students with an introduction to an academic discipline or a primary subdivision of that discipline.
3. Be open to all students satisfying the appropriate prerequisites and serve significant numbers of students from different academic programs.
4. Include an authentic assignment or selection of authentic assignments that all faculty will require of their students that allow for the development and assessment of student learning in one or more of the selected general education competencies.
5. Have support from full-time faculty who agree to use an authentic assignment developed by faculty (or a selection of authentic assignments from options developed by faculty) and participate in general education assessment activities (e.g., authentic assignments, submission of students' work, review of findings, recommend and implement curriculum modifications based on findings).
6. Serve as an appropriate general education requirement in one of the following areas: Communication, Mathematics, Natural Sciences, Humanities/Fine Arts/Literature, Social/Behavioral Sciences.
7. Be general in nature and not "...narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession."
8. Count as a general education course at a number of four-year colleges where TCC students often transfer.

Annually, a portion of the courses considered to satisfy general education requirements will be reviewed by the General Education Committee such that all general education courses will be reviewed over a two-year period per the following rotating schedule:

General Education Area	Review Semester
Social Sciences	Fall (even years)
Natural Sciences and Mathematics	Spring (even years)
Humanities	Fall (odd years)
Communication	Spring (odd years)

The General Education Committee considers new courses for inclusion as general education and approved transfer elective courses and performs periodic reviews that these courses are continuing to satisfy required core competencies and transfer suitability. The GEC shall base recommendations on SACSCOC Standard 9.3. and direct recommendations for course inclusion or removal to the AVP.

VCCS Requirements

SDV

All degrees require a minimum of one (1) credit of SDV, and only SDV 100, 101, or 108 will fulfill the requirement. The SDV course must be listed in the first semester.

Physical Education/Wellness

This category of courses is recommended but an option per VCCS Policy. In curricula that require it, applicable courses are listed in the *College Catalog*.

Major Area Requirements

The major area requirements include both courses within the major discipline and courses in other disciplines that support studies in the major. In the AAS and AAA degrees, 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.

Minimum/Maximum Credit Hours

Transfer degrees (AA and AS) may require between 60 and 63 credits, with 60-61 credits advisable per the VCCS. Career and Technical degrees (AAA and AAS) may require between 60 and 69 credits, with a maximum of 67 credits advisable per the VCCS. Health technologies other than nursing may be between 60 and 72 credits, with 67 as the maximum as advised by the VCCS. The Engineering AS may require 60-72 credits, with a maximum of 67 credits advised by the VCCS. (Requests for exceptions to the maximum or minimum credits for a degree must be approved by the VCCS Chancellor. Requests for exceptions to the maximum credits advisable per the VCCS must be approved by the VCCS.)

No single fall or spring semester may require more than 18 credits except for semesters that contain SDV 100 where the total may be as high as 19 credits. No summer term should require more than 10 credits.

2.4.2 Certificate Requirements

At TCC, certificates include only 100 and 200 level courses.

General Education Requirements

A minimum of 15% of the total credits in a certificate must be in general education and must include at least one three (3) credit English composition course. Other general education courses may be chosen from those disciplines that are specified as general education under degrees and should be from disciplines outside of the major discipline.

Minimum/Maximum Credit Hours

A certificate program is defined as a curriculum of study less than two years in length that consists of a minimum of 30 and a maximum of 59 semester credit hours, with 30 to 35 credits advisable per the VCCS credit audit. No single fall or spring semester may require more than 18 credits except for semesters which contain SDV 100 where the total may be as high as 19 credits. No summer term may require more than 10 credits.

2.4.3 Career Studies Certificate Requirements General

Education Requirements

Career studies certificates are not required to include any general education courses.

Minimum/Maximum Credit Hours

A career studies certificate must contain at least nine (9) credits but not more than 29 credits. Career studies certificates should be as short as possible since their purpose is to provide quick training. However, students placed in programs of fewer than 16 credits are generally not eligible for federal financial aid.

2.4.4 VCCS Course Requirements

Per VCCS Policy, 5.3, course titles should indicate a clear relationship to the prefix or discipline and should not be duplicated except in sequenced courses. Further, abbreviations that are not universally understood, references to specific software packages, and references to licensure or certification should be avoided. Course descriptions should be written for system-wide use and should contain minimum standards for content and competencies taught in the course.

When determining course hours, the teaching and application of theoretical concepts in lectures, seminars, discussions, and other similar activities shall be identified as "lecture," and the application of principles through practical training in laboratories, clinical training, supervised work experiences, and other similar classes shall be identified as "laboratory" for purposes of the VCCS MCF. Note that TCC's Official

Course Outlines include spaces for “clinical” and “studio” hours in addition to “laboratory” hours. At the request of faculty, “clinical” hours should be used in cases where students are earning practical or “clinical” training. “Studio hours” is generally used instead of “laboratory hours” for studio arts courses and the like. Variable credits may be requested, but when doing so, the credits may not be variable by more than one credit. Further, although variable credits for a new course may be requested, the college may not offer a course for variable credits except for internships, cooperative education, and the like.

Lecture Credits

Course credits are defined in terms of an academic or contact hour, which is defined as 50 minutes of formalized, structured instructional time. One academic hour per week for 15 weeks plus one-hour final exam time of lecture, seminar, and similar experiences is equivalent to one semester credit hour. In non- standard terms that are shorter or longer in length, an equivalent amount of time (800 minutes, including final exam) must be provided for each lecture credit hour.

Laboratory Credits

Two to five academic hours, depending on the discipline, of laboratory, clinical training, supervised work experience, coordinated internship, or other similar activities per week, generally for 15 weeks, plus the evaluation or examination period equals one collegiate semester credit hour. Thus, a course scheduled for two laboratory hours will meet for 100 minutes per week.

Per VCCS Policy, all approved courses must use the VCCS- approved course information. Concurrent enrollment (dual credit) courses, and UCGS and Passport transfer courses shall be identified in the *College Catalog* or on the college website. Further, concurrent enrollment course which are in the UCGS and Passport must be identified in the *College Catalog* or on the college website. Colleges shall designate which concurrent courses are transfer or career/technical in the *College Catalog* or on the college website. Colleges may supplement a course description by adding a final sentence to the description for publication in the college’s catalog and related materials to clarify content or licensures/certifications for which students are prepared.

2.4.5 TCC Course Outline and Syllabus Requirements

Discipline faculty shall develop course outlines that include all required components and support at least one General Education Core Competency.

Prior to the start of each semester, faculty shall download a current syllabus for each course section they teach from Syllabus Builder and then add their unique content in accordance with *TCC Syllabus Builder User’s Guide* procedures. Faculty shall provide a copy of the syllabus to their deans and students no later than the first day of class. Any policies listed or implied in course syllabi shall be consistent with the policies of the college. If there is a conflict between a course syllabus and published college policies, the college policies supersede those listed in the syllabus. Academic deans shall direct the design and development of syllabi consistent with college policies and procedures and assure appropriate course syllabi are developed by each faculty member. Academic deans may specify additional required information to be included. Academic deans shall maintain copies of syllabi for one year after the end of the semester.

2.5 Format for Catalog Entries

Each degree, certificate, and career studies certificate should include the following information in the format specified below.

Title

The title contains the following elements:

- major area listed on the first line in capitalized bold letters
- **award** (degree, certificate, career studies certificate) listed on the second line in bold letters
- **name of a specialization** (if any) listed on the third line following "*Specialization:* "

Example:

HOSPITALITY MANAGEMENT

Associate of Applied Science Degree

Specialization: Food Service Management

Description

The introductory description of the program includes the following items:

- **Purpose (required for all programs)**--a general statement of the objectives of the curriculum and the competencies to be obtained; may include occupational titles for which the student may be qualified upon completion of the program.
- **Recommended Preparation for the Curriculum (optional)**-- describes the recommended academic preparation and/or personal characteristics for entry into the curriculum.
- **Admission Requirements (for selective admission programs only)**-- describes the required academic background and admissions criteria for selective admissions programs.
- **Curriculum Completion Requirements (optional)**-- describes requirements for continuation and completion of a program. This may include such things as course sequencing and minimum grade requirements.
- **Accreditation Status (optional)**--describes categories of accreditation granted to the program by professional organizations. Care must be taken in using wording approved by the accrediting body.
- **Other Student Requirements (optional)**--describes required equipment, supplies, travel, and other additional expenses to the student that may affect the student's ability to participate in the program.
- **Information for students who intend to transfer (optional)**-
-describes special guidance to students who expect to use a TCC program to transfer and pursue a four-year degree program.

Curricular Format

The curriculum should present the recommended sequence of courses by year and, within the year, by semesters. Courses for each semester should be listed in alphanumeric order. The total number of credits for each semester should be indicated and the total minimum number of credits for the degree or certificate should be indicated. There should be no more than 18 credits per semester except when a one-credit SDV course is included, when the total may be 19.

Sequencing Course Requirements

The order in which courses are listed in a curriculum is a primary advising tool for students. The following should be considered when planning the order in which courses are specified in a curriculum.

- **Foundation Courses** should be listed in the first or second semester. In degree and certificate curricula, the SDV course must be listed in the first semester and it is advisable for English to be included in the first semester as well.
- Courses developing **math, computer, and oral communication** competencies lay the foundations for many other courses and should be planned early in the curriculum.

- Courses with **prerequisites** should be listed in a semester/session *after* the semester/session in which the prerequisites are required.

Footnotes

Footnotes should provide information about the **required or recommended selections** for electives. Footnotes may also list approved **alternatives** to a required course. Where appropriate, guidance to students concerning course selection to facilitate transferring to specific programs or institutions may be included. Reference to options for transfer in occupational programs should be carefully worded so as not to imply that the degrees are primarily designed to transfer to four-year degree programs.

2.6 Curriculum Codes

Each degree and certificate is assigned a code by SCHEV, VCCS and the College. The office of Academic Affairs enters these codes into the TCC Student Information System (SIS). Several curriculum code numbers may be associated with a curriculum.

SCHEV Code

The code used by SCHEV is the same as the **CIP** (Classification of Instructional Programs) code from the **NCES** (National Center for Education Statistics). This is a six-digit number that consists of a two-digit prefix (defining the program category) and a four-digit extension (defining the specific educational program).

VCCS Code

VCCS assigns a unique three-digit code for each degree or certificate. These are identified as "majors" under the SCHEV program code. Career studies programs are assigned longer codes to show the general area to which they are related (accounting, fine arts) and still provide a unique code.

TCC Code

The TCC code is the VCCS code. Thus, the VCCS (and TCC) sees Business Administration as 213 and any specializations under that would be 213.01, 213.02, and so on.

3.0 Proposal for a New VCCS Course

3.1 Definition of a New VCCS Course

A new VCCS Course is one that is not currently approved for the VCCS and not located in the MCF (see <http://courses.vccs.edu/>). If a desired course cannot be located in the MCF, a new course may be proposed.

3.2 Considerations

Faculty wishing to develop a new course should consider the following:

- a) Is there a course listed in the MCF that closely resembles the one you wish to develop? If so, is there a sound reason why the activated course cannot be used instead? Courses should not duplicate or substantially overlap VCCS or TCC course offerings.
- b) Is the course planned as a required or essential elective course in a curriculum or planned curriculum? If so, how does it advance the curriculum learning outcomes? Does the course have documented support from the program advisory committee?
- c) If planned as part of a curriculum, is there a planned prerequisite or co-requisite and is it part of the curriculum or intended curriculum in correct sequence?
- d) If the course is not planned as part of a curriculum, what is its purpose? Why must it be offered and how will the course benefit our students and/or our community? Could it be offered by Workforce Development instead?
- e) If the intent is to apply for its inclusion as a general education course or approved transfer elective, is there a documented need for an additional option? How will the course transfer to four-year colleges/universities where our students predominantly transfer? (Note: If approved and the desire is to offer this course as a general education course, please see the appropriate section in this Handbook for this process.)
- f) Have discipline faculty and deans been consulted about the planned course? Are they supportive of the proposal? If applicable, has the program advisory committee been consulted and are its members supportive?
- g) Are there sufficient faculty with appropriate credentials to teach the course?
- h) What is the plan for assessing course success if the course is approved?
- i) Are colleges that offer a similar program and/or the same discipline supportive of the new course? Written documentation of this support must be obtained and submitted in these instances.
- j) Will new library resources be needed? If so, has the AVP for Libraries been contacted?

3.3 Timeline

The development and review process for implementing a new VCCS course usually requires a minimum of 6 months from start to implementation.

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to Deans Course Review Committee (6 weeks prior)	Deans Course Review Committee Meeting (4-6 times a year)	Earliest Implementation Semester
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	Spring 2024
3 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	December 2023	February 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January 2024	February 2024	April 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	June 2024	Fall 2024
3 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	August 2024	September 2024	Spring 2025

3.4 Process

When the need for a new course arises, faculty should begin by discussing the composition and learning outcomes of the new course with discipline faculty and the appropriate dean. The considerations in 3.2 should also be reviewed. Once the faculty and dean have agreed on the need for the new course, the faculty developer should proceed in the following manner.

- 1. The faculty developer checks the VCCS MCF, found on the VCCS web page (<http://courses.vccs.edu/courses>), to ensure the desired course (or a similar course) is not already available.**

On the MCF webpage, the faculty developer should search disciplines and key words to locate possible courses that may exist, including those that may be listed under a different prefix. If the course already exists but is listed under a different prefix than what is needed, the faculty developer should follow the steps outlined in the Course Revisions section of this manual to propose a new prefix.

- 2. The faculty developer informs Academic Affairs a new course request is being developed. The faculty developer also begins contacting VCCS peers to evaluate their support of the proposal; letters/emails of support are encouraged.**
- 3. The faculty developer reviews the “Course Approval Guidelines for the Deans’ Course Review Committee” document located in *Proposal for a New VCCS Course* packet.**
- 4. The faculty developer reviews section 2.4.4 of the college’s Curriculum Handbook for VCCS Course Requirements.**

5. **The faculty developer completes the proposed course outline within i-INCURR, including all required components. Each course must support at least one General Education Core Competency. To submit the outline, the faculty developer enters a single digit number as the course number (e.g., 1, 2, 3). The developer also completes VCCS Forms 103 and 104 and uploads them along with the course outline within i-INCURR (forms are located in *Proposal for a New VCCS Course* packet).**
6. **Majority votes of the full-time teaching faculty in the discipline are required to advance a request to add a requisite. If even numbers of full-time faculty result in tie votes, the academic dean shall vote to establish majority. In disciplines where no full-time teaching faculty exist, the respective academic dean determines whether to advance the proposal. If the faculty vote supports the proposal, the faculty developer completes the Faculty Requisite Proposal form (electronic form is located in i-INCURR) which must be approved by the designated dean.**

Note: VCCS Forms 103 and 104 request course requisite information. To allow for other VCCS colleges to develop requisites locally, the college recommends the developer state “locally applied” in the applicable requisite sections on these VCCS forms. Even when the developer desires to include requisites on the VCCS forms, the college’s requisite approval policy must still be followed through completion of the TCC form.

7. **The designated dean of the discipline reviews the online proposal. If approved, the dean completes the online approval.**
8. **Academic Affairs reviews the request for compliance and administrative issues and submits to the Curriculum Committee for review.**
At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the new course for review to address any preliminary questions or concerns.
9. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.**
The faculty developer and appropriate dean should present the new course to the Curriculum Committee for review. The faculty 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 Committee recommends that the new course be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee’s recommendation, the Vice President has college-level authority for advancing proposals.
10. **If the Vice President recommends course approval, paperwork is submitted to the College President for review and signature.**
11. **If the proposal is approved at the college level, Academic Affairs forwards the proposal to the VCCS System Office for review by the VCCS Deans’ Course Review Committee (DCRC).** Proposals must be sent electronically, by the Academic Affairs staff only, as attached Word documents to DCRC@vccs.edu by the deadline and the VCCS 103 and 104 forms reflecting original signatures must be mailed to the VCCS. Proposals for courses in Information Technology, Nursing, or other disciplines where there is potential for system-wide curricular impacts should first be reviewed and approved by discipline peer groups prior to being sent to the DCRC.
12. **The DCRC approves or denies the course request.** If the DCRC approves, the VCCS assigns a course number and will enter the course into the MCF and into the VCCS Course Catalog in PeopleSoft.

- 13. Academic Affairs notifies the appropriate dean and faculty developer of the DCRC's decision and, if approved, the new course's number.**
- 14. Academic Affairs publishes the course in i-INCURR and the Catalog (if deadline is met). If a course requisite is approved, the AVP notifies faculty, staff and OIS for requisite enforcement in SIS¹. Requisites shall be implemented during summer term unless otherwise approved by the AVP. Academic Affairs then activates the course for scheduling purposes.**

¹ Requisite satisfaction based on TCC SIS data including Placement Test scores, courses completed at TCC, courses in progress at TCC, or courses accepted through transfer credit at TCC is automated in SIS. Requisite satisfaction based on plan code for restricted programs is automated. Students are responsible for dropping courses for which in-progress courses were used to satisfy requisites but grades of "D" or better were not earned in the in-progress courses.

4.0 Proposal for Revising an Existing Course within Master Course File (MCF)

4.1 Definition of Course Revisions within MCF

When a faculty developer proposes a change to an approved course description, its credit hours, requisites as listed in the VCCS MCF, or its prefix, a course revision within the MCF may be proposed.

4.2 Timeline

The development and review process for revising a course within the MCF typically requires a minimum of 3 months from start to implementation.

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to Deans Course Review Committee (6 weeks prior)	Deans Course Review Committee Meeting (4-6 times a year)	Earliest Implementation Semester
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	Spring 2024
3 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	December 2023	February 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January 2024	February 2024	April 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	June 2024	Fall 2024
3 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	August 2024	September 2024	Spring 2025

4.3 Process

When the need for revising an existing VCCS course arises, faculty should begin by discussing the revision of the course with the discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for a revision, the faculty developer should proceed in the following manner.

- 1. The faculty developer consults with discipline faculty and the appropriate dean to determine if there is adequate support for revision.**

The Faculty developer also consults with discipline faculty from VCCS colleges that offer the course for discussion and consensus on the proposed revision.

- 2. If support is adequate, the faculty developer informs Academic Affairs a course revision is being proposed. The faculty developer also submits written documentation from VCCS peers showing support of the**

proposal; letters/emails of support are required.

- 3. The faculty developer reviews section 2.2.4 of the college's Curriculum Handbook for VCCS Course Requirements.**
- 4. The faculty developer completes VCCS Form 103 and 104. (Forms are located in *Proposal for Revising an Existing Course within MCF*.) If the proposed revision involves a course not offered by TCC, a proposed course outline must be created within i-INCURR with a single digit entered as the course number (e.g., 1, 2, 3). All forms must be submitted electronically via email and/or within i-INCURR and directed to the appropriate dean for review.**

If a change to the course requisite is proposed, majority votes of the full-time teaching faculty in the discipline are required to advance a request to add a requisite. If even numbers of full-time faculty result in tie votes, the academic dean shall vote to establish majority. In disciplines where no full-time teaching faculty exist, the respective academic dean determines whether to advance the proposal. If the faculty vote supports the proposal, the faculty developer completes the Faculty Requisite Proposal form (electronic form is located in i-INCURR) which must be approved by the designated dean.

- 5. The designated dean of the discipline reviews the online proposal. If approved, the dean completes the online approval.**
- 6. Academic Affairs reviews the request for compliance and administrative issues and recommends referral to the Curriculum Committee for review.** At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the revised course for review.
- 7. The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.**

The faculty developer and appropriate dean should present the proposed revision to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposal. If the Curriculum Committee recommends the revision be denied, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has authority for advancing proposals.

- 8. If the Vice President approves, paperwork is submitted to the College President for review and signature approval.**
- 9. If the proposal is approved at the college, Academic Affairs forwards the proposal to the VCCS System Office for review by the VCCS Deans' Course Review Committee (DCRC).** Proposals must be sent electronically, by the Academic Affairs staff only, as attached Word documents to DCRC@vccs.edu by the deadline and the VCCS 103 and 104 forms reflecting original signatures must be mailed to the VCCS.
- 10. The DCRC approves or denies the course revision request.** If the DCRC approves, the VCCS enters the change in the MCF and into the VCCS Course Catalog in PeopleSoft.
- 11. Academic Affairs notifies the appropriate dean and faculty developer of the DCRC's decision.**

12. Academic Affairs publishes the approved revision to i-INCURR and in the Catalog (if deadline is met). If a course requisite is approved, the AVP notifies faculty, staff and OIS for requisite enforcement in SIS². Requisites shall be implemented during summer term unless otherwise approved by the AVP. Academic Affairs then activates the course for scheduling purposes if not activated and notifies appropriate deans and their staff.

² Requisite satisfaction based on TCC SIS data including Placement Test scores, courses completed at TCC, courses in progress at TCC, or courses accepted through transfer credit at TCC is automated in SIS. Requisite satisfaction based on plan code for restricted programs is automated. Students are responsible for dropping courses for which in-progress courses were used to satisfy requisites but grades of “D” or better were not earned in the in-progress courses.

4.01 Proposal for Revising a Local Course Prerequisite/Co-requisite

4.01A Description

Faculty at the College may elect to add or remove local prerequisite/co-requisite requirements to active College courses. Minimum prerequisite/co-requisite requirements are identified in the Master Course File (MCF) but faculty can elect to include additional course prerequisite/co-requisite requirements if they deem them necessary.

4.01B Timeline

The development and review process for updating a local course prerequisite/co-requisite is two weeks.

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester
2 weeks prior to meeting date	1 week prior to meeting date	September, October, or November 2023	Summer 2024
2 weeks prior to meeting date	1 week prior to meeting date	January, February, or March 2024	Summer 2024
2 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	Fall 2024

4.01C Process

1. The faculty developer verifies the requisite requirements listed in the Master Course File. Minimum prerequisite/co-requisite requirements identified in the MCF can not be removed.
2. If a change is needed, the faculty developer consults with discipline faculty and the appropriate dean to determine there is adequate support for the removal or addition of local prerequisite/co-requisite requirements.
3. The faculty developer accesses the course outline in i-INCURR and submits the “Requisite Change/Request” which will be reviewed by the Academic Dean and the AVP.
4. Academic Affairs reviews the request for compliance and administrative issues and recommends referral to the Curriculum Committee for review. At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the revised course for review.
5. The Curriculum Committee reviews the request and recommends approval/disapproval by the AVP. The faculty developer may be asked to present the proposed change to the Curriculum Committee for review. The faculty developer will not be present during discussions of merit or cast a vote for approval or rejection of the proposal. If the Curriculum Committee recommends the revision be denied, rationale for rejection must be provided to the faculty developer and dean at the meeting. The faculty developer and appropriate dean have the option of revising or abandoning the request. Although the AVP reviews the Committee’s recommendation, the AVP has authority for approval.
6. If approved, Academic Affairs publishes the approved revision in i-INCURR and in the catalog for summer term implementation.

5.0 Proposal for Activating an Existing VCCS Course

5.1 Definition of Activating an Existing VCCS Course

When an active VCCS course is not offered at the college, a faculty developer may propose for its activation.

5.2 Considerations

Faculty wishing to activate an existing VCCS course should consider the following:

- a) Is the course planned as a required or essential elective course in a curriculum or planned curriculum? If so, how does it advance the curriculum learning outcomes? Does the course have documented support from the program advisory committee?
- b) If planned as part of a curriculum, is there a prerequisite or co-requisite listed in the MCF? If so, is it part of the current/planned curriculum and is its sequence logical? Is there a desire to impose a college-specific prerequisite or co-requisite and is it part of the curriculum or intended curriculum in correct sequence?
- c) If the course is not planned as part of a curriculum, what is its purpose? Why must it be offered and how will the course benefit our students and/or our community? Could it be offered by Workforce Development instead?
- d) If the intent is to apply for its inclusion as a general education course or approved transfer elective, is there a documented need for an additional option? How will the course transfer to four-year colleges/universities where our students predominantly transfer? (Note: If approved and the desire is to offer this course as a general education course, please see the appropriate section in this Handbook for this process.)
- e) Have discipline faculty and deans been consulted about the planned course? Are they supportive of the proposal?
- f) Are there sufficient faculty with appropriate credentials to teach the course?
- g) What is the plan for assessing course success if the course is approved?
- h) Will new library resources be needed? If so, has the AVP for Libraries been contacted?

5.3 Timeline

The development and review process for activating an existing VCCS course requires a minimum of 2 months from start to implementation.

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester
2 weeks prior to meeting date	1 week prior to meeting date	September, October, or November 2023	Spring 2024
2 weeks prior to meeting date	1 week prior to meeting date	January, February, or March 2024	Summer 2024
2 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	Fall 2024

5.4 Process

When the need for activating an existing VCCS course arises, faculty should begin the process by discussing with the discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for a revision, the faculty developer should proceed in the following manner.

- 1. The faculty developer consults with discipline faculty and the appropriate dean to determine if there is adequate support for activating a VCCS course.**
- 2. If support is adequate, the faculty developer informs Academic Affairs a course activation is being proposed.**
- 3. The faculty developer develops a course outline within i-INCURR, including all required components. Each course must support at least one General Education Core Competency. This document must be submitted electronically via i-INCURR and directed to the appropriate dean for review. If a course requisite is proposed that is not part of the VCCS MCF, a majority vote of the full-time teaching faculty in the discipline is required to advance the request to add a requisite. If even numbers of full-time faculty result in tie votes, the academic dean shall vote to establish majority. In disciplines where no full-time teaching faculty exist, the respective academic dean determines whether to advance the proposal. If the faculty vote supports the proposal, the faculty developer completes the Faculty Requisite Proposal form (electronic form is located in i-INCURR) which must be approved by the designated dean.**
- 4. The designated dean of the discipline reviews the online proposal. If approved, the dean completes the online approval.**

Academic Affairs reviews the request for compliance and administrative issues and recommends referral to the Curriculum Committee for review. At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the course request for review if there are preliminary questions or concerns.

- 5. The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.**

The faculty developer and appropriate dean should present the proposed course to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposal.

If the Curriculum Committee recommends the request be denied, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request.

Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for the approval/disapproval of course activations.

- 6. If the proposal is approved, Academic Affairs publishes approved course to i-INCURR and in the Catalog (if deadline is met). If a course requisite is approved, AVP notifies faculty, staff, and OIS for**

requisite enforcement in SIS³. Requisites shall be implemented during summer term unless otherwise approved by the AVP. Academic Affairs then activates the course for scheduling purposes and notifies appropriate deans and their staff.

³ Requisite satisfaction based on TCC SIS data including Placement Test scores, courses completed at TCC, courses in progress at TCC, or courses accepted through transfer credit at TCC is automated in SIS. Requisite satisfaction based on plan code for restricted programs is automated. Students are responsible for dropping courses for which in-progress courses were used to satisfy requisites but grades of “D” or better were not earned in the in-progress courses.

6.0 Proposal for Creating a General Usage Course

6.1 Definition of a General Usage Course

When there is sufficient demand from business, agency, or industry to offer a course on a temporary basis to fill an emergent need and there is not an active VCCS course that will fulfill the need, a faculty developer may propose the development of a 195 or 295 general usage course. The course may be offered for a maximum period of two years.

When a new course is needed to allow an instructor to explore content and instructional methods to assess the course's viability as a permanent offering, a 193 or 293 general usage course must be requested. The course may be offered for a maximum period of two semesters.

6.2 Timeline

The development and review process for activating a General Usage 195/295 course typically requires a minimum of 2 weeks from start to implementation. The development and review process for activating a General Usage 193/293 course typically requires a minimum of 2 months.

6.3 Process

When the need for a general usage course has been identified, the faculty developer should discuss the need with the appropriate dean. Once the faculty and dean have agreed on the need for a course, the faculty developer should proceed in the following manner.

- 1. The Faculty developer informs Academic Affairs a course is being proposed.**
- 2. The faculty developer develops a course outline within i-INCURR using a 195/295 [Topics in (discipline)] or 193/293 [Studies in (content/topic)] course number.** This document must be submitted electronically via i-INCURR and directed to the appropriate dean for review. If a course requisite is proposed, a majority vote of the full-time teaching faculty in the discipline is required to advance a request to add a requisite. If even numbers of full-time faculty result in tie votes, the academic dean shall vote to establish majority. In disciplines where no full-time teaching faculty exist, the respective academic dean determines whether to advance the proposal. If the faculty vote supports the proposal, the faculty developer completes the Faculty Requisite Proposal form (electronic form is located in i-INCURR) which must be approved by the designated dean.
- 3. The designated dean of the discipline reviews the online proposal. If approved, the dean completes the online approval.**
- 4. Academic Affairs reviews the request for compliance and administrative issues. If approved and the proposal is for a 195/295 course, Academic Affairs publishes approved course to i-INCURR.** If a course requisite is approved, AVP notifies faculty, staff and OIS for requisite enforcement in SIS⁴. Requisites shall be implemented during summer term unless otherwise approved by AVP. Academic Affairs then activates the course for scheduling purposes and notifies appropriate deans and their staff. **If the proposal is for a 193/293 course, it will need to go before the Curriculum Committee for review.** If recommended for approval and Academic Affairs is in agreement, the course will be published in i-INCURR and it will be activated for scheduling purposes.

⁴ Requisite satisfaction based on TCC SIS data including Placement Test scores, courses completed at TCC, courses in progress at TCC, or courses accepted through transfer credit at TCC is automated in SIS. Requisite satisfaction based on plan code for restricted programs is automated. Students are responsible for dropping courses for which in-progress courses were used to satisfy requisites but grades of "D" or better were not earned in the in-progress courses.

7.0 Course Discontinuance

7.1 Definition of Course Discontinuance

Courses shall be deactivated in the VCCS MCF when they have not been offered in the System for a three-year period or for other justifiable reasons. Similarly, a course is normally discontinued at the college level when it has not been offered for a three-year period and is also not a curriculum requirement, or when there is justifiable cause. When courses will be discontinued because of a program's discontinuance, a proposal process described later herein should be followed.

7.2 Timeline

At least once annually and usually during the summer, Academic Affairs will develop a list of courses scheduled for discontinuance. The list will be sent to academic deans with a minimum of two weeks allowed for feedback and any needed adjustments. Courses discontinued through this process will be shared with the Curriculum Committee as an informational item.

7.3 Process

When the need to discontinue a course has been identified, the AVP should first consult with academic deans on its discontinuance and allow a minimum of two weeks for expressions of concern or feedback. If the decision is to proceed, the following steps should be taken.

- 1. Upon consent with deans, the course is removed from the next Catalog by Academic Affairs.**
- 2. Academic Affairs removes the course from i-INCURR and deactivates the course within SIS to prevent future scheduling.**
- 3. The AVP presents course discontinuance(s) at the next Curriculum Committee as an information item.**

8.0 Proposal for a Career Studies Certificate

8.1 Definition of a Career Studies Certificate

Per VCCS, a career studies certificate program is defined as a program of study of not less than 9 nor more than 29 semester credit hours which may include courses numbered 10-299. Career studies certificate programs are not required to include general education. Final approval usually rests with the Local Board.

The Department of Education examines certain criteria when determining **financial aid eligibility** for Career Studies programs. Career Studies Certificates must be at least 16 semester hours if they are fully applicable to an Associate Degree. If the program is not fully applicable to an Associate Degree, it must be 600 or more clock hours (generally equivalent to 16 or more credit hours) and must lead to a specific vocation.

NOTE 1: A new program with 50-100% new content is a significant departure from the institution's existing programs and is considered a substantive change. This requires SACSCOC *approval* prior to implementation. A new program with 25-49% new content is a significant departure from the institution's existing programs and requires *notification* prior to implementation. Please contact the AVP for next steps. Note: If approval is required, the timeline below does not account for the additional time needed.

NOTE 2: Initiating a program requiring students to possess prior learning as a condition of admission requires notification to SACSCOC by TCC's SACSCOC liaison prior to implementation.

8.2 Timeline

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	Earliest Implementation Semester ⁶
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	December 2023	January 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January 2024	February 2024	March 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	May 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	April or June 2023	August 2023	September 2023	Summer 2024

⁵ Implementation may take longer if SACSCOC must review and/or approve. SACSCOC review and/or approval is necessary when the proposed program is a significant departure from previously approved programs. In some cases, SACSCOC must be contacted six months in advance of implementation.

8.3 Process

When the need for a new career studies certificate arises, faculty should begin by discussing the composition of the new program with discipline faculty and the appropriate dean. Except in extraordinary circumstances, career studies certificates should be linked to certificates and/or degree programs.

Once the faculty and dean have agreed on the need for the new career studies certificate, the faculty developer should proceed in the following manner.

1. **The faculty developer completes the online *Proposal for a Career Studies Certificate* packet.** If courses new to the VCCS will be proposed in support of the program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing Course within the MCF* section shall be met.
2. **The faculty developer reviews the request with the appropriate dean(s).**
3. **The Program Advisory Committee reviews the request and recommends referral to Academic Affairs.**
4. **Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.**
At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the career studies certificate for review if there are preliminary concerns or questions.
5. **Academic Affairs determines if the new curriculum represents a potential substantive change. If so, Institutional Effectiveness is contacted and SACSCOC is notified if deemed necessary.**
6. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** The faculty developer and appropriate dean should present the career studies certificate to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that the career studies certificate be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for advancing new career studies certificate requests.
7. **Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action.** The Vice President and faculty/dean present the career studies certificate for review.
8. **The College Board approves or denies the request. If approved, it is documented on the 102 Form.**
9. **Academic Affairs notifies the appropriate dean and faculty developer of the Board's decision. Academic Affairs also locates an appropriate CIP code if necessary.**
10. **Upon approval, Academic Affairs notifies VCCS Staff** that a new career studies certificate has been approved and recommends a CIP code. Notification must include the Career Studies Checklist and the signed VCCS 102 Form. The College awaits program code from VCCS.

11. Academic Affairs publishes approved career studies certificate on the college website and in the Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application. Counselors, Registrar, Institutional Effectiveness, Information Center, Library, and Financial Aid are also notified.

9.0 Proposal for Modifying a Career Studies Certificate

A change in program length requires SACSCOC approval prior to implementation if: (a) program credit hours increase or decrease by 25% or more AND (b) students' expected time to completion increases or decreases by more than one term. When a change of this nature is planned, notify the AVP for Academic Affairs.

9.1 Timeline

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester
2 weeks prior to meeting date	1 week prior to meeting date	September, October, or November 2023	Spring 2024
2 weeks prior to meeting date	1 week prior to meeting date	January, February, or March 2024	Summer 2024
2 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	Fall 2024

9.2 Process

Since career studies certificates are typically linked to a certificate and/or degree program, changes to these programs are generally prompted by changes to a certificate or degree program. Often, the proposed changes can be made at the same time. When the need for modifying a career studies certificate is evident, faculty should begin discussions with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for modifications, the faculty developer should proceed in the following manner.

- 1. The faculty developer completes the online *Proposal for Modifying a Career Studies Certificate* packet.** If courses new to the VCCS will be proposed in support of the modified program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met.
- 2. The faculty developer reviews the request with the appropriate dean(s).**
- 3. The Program Advisory Committee reviews the request and recommends referral to Academic Affairs.**
- 4. Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a

⁶Implementation may take longer if SACSCOC must review and/or approve. SACSCOC review and/or approval is necessary when the proposed modification significantly changes the length of a program with noticeable impact on a program's completion time.

regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the modification for review.

- 5. The Curriculum Committee reviews the request and recommends approval/disapproval.** The faculty developer and appropriate dean should present the modification to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that the proposal be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Academic Affairs Leadership reviews the Committee's recommendation, the Academic Affairs Leadership has college-level authority for the approval/disapproval of proposals.

- 6. Upon the Academic Affairs Leadership's, Academic Affairs notifies the appropriate dean and faculty developer.**
- 7. Academic Affairs publishes approved changes on the college website and in the Catalog for the next academic year and notifies OIS for entry in SIS. Academic Affairs also notifies Counselors, Information Center, Library, Registrar, Institutional Effectiveness, and Financial Aid.**

10.0 Career Studies Certificate Discontinuance

Closing a Career Studies Certificate, Certificate, or Associate degree requires SACSCOC approval of a required teach-out plan. Closure is defined by SACSCOC as closed to admission or entry, not the cessation of instruction. A program cannot be closed to admission or entry until a teach-out plan is submitted by TCC's SACSCOC liaison to SACSCOC for approval. This step is not included in the timeline below, but is provided in the Process section.

10.1 Timeline

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	Earliest Official Discontinuance Semester
1.5 weeks prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	Summer 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	December 2023	January 2024	Summer 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	January 2024	February 2024	March 2024	Summer 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	May 2024	Fall 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	August 2024	September 2024	Spring 2025

10.2 Process

When the need to discontinue a career studies certificate is identified, all applicable parties (i.e., Academic Affairs, academic deans, faculty, PACs) must be engaged in the decision. If the decision is to proceed, the following steps should be taken.

1. **The academic dean requests a list of active students in the program from Institutional Effectiveness. The Academic dean also requests enrollment and graduation data from the previous 5-year period.**
2. **The academic dean, in consultation with faculty, develops and submits a teach out plan to allow current students ample time to complete the program. The teach out plan shall include the following.**
 - a) Provide the closure date, defined by SACSCOC as the date when students are no longer admitted. Unless there are extenuating circumstances, program closures should occur each May, at the close of spring semester.
 - b) An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure.
 - c) An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.

- d) 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.
- e) Copies of signed teach-out agreements with other institutions, if applicable.
- f) A description of how faculty and staff will be redeployed or helped to find new employment.

The teach-out plan should be submitted to Curriculum Committee and TCC's SACSCOC liaison no later than one week prior to consideration by the Curriculum Committee meeting. Upon submission to SACSCOC, the teach-out plan may be implemented, but SACSCOC approval is not guaranteed.

3. **The academic dean presents discontinuance request along with relevant data and teach out plan to Program Advisory Committee (for Career and Technical programs only). If the committee is in agreement with the request, the discontinuance process continues.**
4. **The academic dean completes the *Proposal for Discontinuing a Career Studies Certificate* form in i-INCURR and submits it to Academic Affairs.**
5. **Academic Affairs places brackets on the program, hides it within i-INCURR, and sets a last admit term in SIS, based on the dean's recommendation, to prevent future students from enrolling in the program.**
6. **AVP notifies counselors, Veterans Affairs, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of plans to discontinue the program.**
7. **Academic Affairs develops lists of courses that will be discontinued as a result of the program discontinuance (i.e., courses not linked with other program offerings and that currently enrolled students have taken).**
8. **If program has specialized accreditation, academic dean notifies agency of plans for discontinuance and ensures that requirements for notification are met, assuming program is officially discontinued.**
9. **Academic dean presents discontinuance proposal to Curriculum Committee, outlining reasons for discontinuance along with relevant data and teach out plan (if necessary).**
10. **Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** If Curriculum Committee recommends discontinuance, recommendation should be provided to VP. If the Curriculum Committee recommends against the discontinuance, rationale for rejection must be provided to the dean at the meeting. The dean has the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for the approval/disapproval of discontinuance requests. If request is denied at any time during the process, college parties above in #5 are notified and Academic Affairs removes brackets to allow for student entry to the program and makes it visible within i-INCURR.
11. **Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action.**
12. **The College Board approves or denies the request.**
13. **If approved, AVP notifies VCCS AS&R Staff.**
14. **AVP notifies counselors, VA, Central Financial Aid, the Information Center,**

Institutional Effectiveness, Registrar, AVP for Interactive Communications, and academic dean of official discontinuance status.

- 15. Academic dean notifies specialized accrediting agency, as necessary. Dean also notifies Program Advisory Committee of its official dissolution, as necessary.**
- 16. Academic Affairs removes any courses being discontinued as a result of program discontinuance from SIS, i-INCURR, and future Catalog, taking into account courses that must remain active for other programs and/or for the teach out plan.**
- 17. Academic dean or designee notifies active students of teach out plan (if needed) and/or movement to new program (if needed and approved as part of discontinuance process).** If students will be moved to a new program, the campus office responsible for program changes must move the students, but only after students have been notified in writing.
- 18. AVP includes discontinuance/inactivation dates in centrally maintained database to ensure program is officially inactivated when necessary.**
- 19. When it is time to officially inactivate the program so that students can no longer graduate from the program, AVP notifies Registrar so the program can be deleted from the graduation application. AVP also notifies OIS to officially inactivate program in SIS and Central Financial Aid as a reminder.**
- 20. AVP notifies VCCS AS&R Staff via completion and submission of the Discontinuance of an Academic Program checklist along with additional and required materials.**

11.0 Proposal for a Certificate

11.1 Definition of a Certificate Program

Per SCHEV, a certificate program is defined as a curriculum of study less than two years in length that consists of a minimum of 30 and a maximum of 59 semester credit hours. In keeping with the VCCS credit audit, 30-35 credits is the recommended length of this type of program. Certificate curricula may include any appropriate courses numbered 10-299. A minimum of fifteen percent (15%) of a certificate’s credit hour requirement shall be in general education. The general education requirements must include one three-credit English class, typically ENG 111 at TCC. Except for proposals that involve a substantive change or when the program is an original request for the VCCS, approval ends with the College Board and upon review by the VCCS AS&R Staff.

NOTE 1: A new program with 50-100% new content is a significant departure from the institution’s existing programs and is considered a substantive change. This requires SACSCOC *approval* prior to implementation. A new program with 25-49% new content is a significant departure from the institution’s existing programs and requires *notification* prior to implementation. Please contact the AVP for next steps.

NOTE 2: Initiating a program requiring students to possess prior learning as a condition of admission requires notification to SACSCOC by TCC’s SACSCOC liaison prior to implementation.

11.2 Timeline

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	State Board Meeting Dates and Chancellor Review/Approval ⁸	Earliest Implementation Semester ⁹
1 month prior to meeting date	2 weeks prior to meeting date	September 2023	October 2023	November 2023	January 2024	Fall 2024
1 month prior to meeting date	2 weeks prior to meeting date	October or November 2023	December 2023	January 2024	March 2024	Fall 2024
1 month prior to meeting date	2 weeks prior to meeting date	January 2024	February 2024	March 2024	May 2024	Fall 2024
1 month prior to meeting date	2 weeks prior to meeting date	February or March 2024	April 2024	May 2024	September 2024	Summer 2025
1 month prior to meeting date	2 weeks prior to meeting date	April or June, 2024	August 2024	September 2024	November 2024	Summer 2025

⁷ Original requests must be approved by the Chancellor and State Board for Community Colleges; additional colleges’ requests need only be reported.

⁸ Implementation may take longer if SACSCOC must review and/or approve. SACSCOC review and/or approval is necessary when the proposed program is a significant departure from previously approved programs. In some cases, SACSCOC must be contacted six months in advance of implementation.

11.3 Process

When the need for a new certificate program arises, faculty should begin by discussing the composition of the new program with discipline faculty and the appropriate dean. Expect in extraordinary circumstances, a certificate program should be linked to a degree program.

Once the faculty and dean have agreed on the need for the program, the faculty developer should proceed in the following manner.

- 1. The faculty developer, in collaboration with an appropriate academic dean, responds to all items in the *Certificate Program Proposal Guidelines and Checklist* along with required and accompanying forms (i.e., *VCCS Form 102*, and *SCHEV Program Proposal Coversheet*, *SCHEV Projected Enrollment*, *SCHEV Projected Resource Needs*, *SCHEV Certification Advancing Statement*, *VCCS Curriculum Objective Matrix*).** If courses new to the VCCS will be proposed in support of the program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met.
- 2. The Program Advisory Committee reviews the request and recommends referral to Academic Affairs for Career and Technical programs. Area college/university personnel review request and recommend referral to Academic Affairs for Transfer Programs.**
- 3. Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the program of study for review.
- 4. Academic Affairs determines if the new curriculum may be a potential substantive change. If so, Institutional Effectiveness is contacted and SACSCOC is subsequently notified if warranted. Academic Affairs also determines if the proposal will need approval by the Chancellor and State Board. If so, that will need to be factored into the process.**
- 5. Academic Affairs may notify VCCS staff if there are questions about program viability or sustainability (due to equipment/program costs, program duplication within geographical area, etc.).**
- 6. The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** The faculty developer and appropriate dean should present the program of study to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that a program be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for the advancement of new program requests.
- 7. Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the requests and recommends Board action. The Vice President and faculty/dean present the program of study for review.**

8. The College Board approves or denies the program request. If approved, it is documented on the VCCS 102 Form.
9. Upon Board approval, Academic Affairs submits two signed, hard copies of the complete final program proposal for review by VCCS Staff and submits one electronic copy to the VCCS Director of Educational Programs for filing and distribution to SCHEV, the State Board for Community Colleges, and the Chancellor.
10. If warranted, the Chancellor and the State Board for Community Colleges approve or deny the request.
11. VCCS Staff notifies the Vice President of action taken by Chancellor and State Board, if warranted.
12. If approved by the Chancellor and State Board (as needed), VCCS Staff submits the proposed program to SCHEV for notification only.
13. Academic Affairs identifies appropriate CIP code and reports this to VCCS.
14. Academic Affairs notifies the appropriate dean and the faculty developer(s) of approval status along with the new program code.
15. Academic Affairs publishes approved the degree program on the college website and in the Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application. Counselors, Registrar, Library, Information Center, Institutional Effectiveness, and Financial Aid are also notified.

12.0 Proposal for Modifying a Certificate

A change in program length requires SACSCOC approval prior to implementation if: (a) program credit hours increase or decrease by 25% or more AND (b) students' expected time to completion increases or decreases by more than one term. When a change of this nature is planned, notify the AVP for Academic Affairs.

12.1 Timeline

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester ¹⁰
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	October November 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January or February 2023 ⁴	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	March, April, or June 2024	Summer 2025

12.2 Process

Since certificates are typically linked to a degree program, changes to these programs are generally prompted by changes to a degree program. Often, the proposed changes can be made at the same time. When the need for modifying a certificate is evident, faculty should begin discussions with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for modifications, the faculty developer should proceed in the following manner.

- 1. The faculty developer completes the online *Proposal for Modifying a Certificate* packet.** If courses new to the VCCS will be proposed in support of the modified program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met. These instances should be rare unless these changes have been made (or are being requested) for a linked degree program.
- 2. The faculty developer reviews the request with the appropriate dean(s).**
- 3. The Program Advisory Committee reviews the request and recommends referral to Academic Affairs (for Career/Technical programs).**
- 4. Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a

⁹ Implementation may take longer if SACSCOC must review and/or approve. SACSCOC review and/or approval is necessary when the proposed modification significantly changes the length of a program with noticeable impact on a program's completion time.

regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the modification for review.

5. Academic Affairs determines if the modified curriculum may be a potential substantive change. If so, Institutional Effectiveness is contacted and SACSCOC is subsequently notified if warranted.

6. The Curriculum Committee reviews the request and recommends approval/disapproval by Academic Affairs Leadership. The faculty developer and appropriate dean should present the modification to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that the proposal be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Academic Affairs Leadership reviews the Committee's recommendation, the Academic Affairs Leadership has college-level authority for the approval/disapproval of proposals.

7. Upon the Academic Affairs Leadership's approval, Academic Affairs notifies the appropriate dean and faculty developer.

8. Academic Affairs publishes approved changes on the college website and in the Catalog for the next academic year and notifies OIS for entry in SIS. Academic Affairs also notifies Counselors, Registrar, Library, Information Center, Institutional Effectiveness, and Financial Aid.

13.0 Certificate Discontinuance

Closing a Career Studies Certificate, Certificate, or Associate degree requires SACSCOC approval of a required teach-out plan. Closure is defined by SACSCOC as closed to admission or entry, not the cessation of instruction. A program cannot be closed to admission or entry until a teach-out plan is submitted by TCC’s SACSCOC liaison to SACSCOC for approval. This step is not included in the timeline below, but is provided in the Process section.

13.1 Timeline

Please note that the VCCS only processes discontinuances once a year.

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	VCCS Review and Chancellor Approval	Earliest Discontinuance Semester
1 month prior to meeting date	1 week prior to meeting date	September or October 2023	October 2023	November 2023	December 2023	Fall 2024
1 month prior to meeting date	1 week prior to meeting date	October or November 2022	December 2023	January 2024	December 2024	Fall 2025
1 month prior to meeting date	1 week prior to meeting date	January 2024	February 2024	March 2024	December 2024	Fall 2025
1 month prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	May 2024	December 2024	Fall 2025
1 month prior to meeting date	2 weeks prior to meeting date	April or June 2024	August 2024	September 2024	December 2024	Fall 2025

13.2 Process

When the need to discontinue a certificate is identified, all applicable parties (i.e., Academic Affairs, academic dean(s), faculty, PAC) must be engaged in the decision. If the decision is to proceed, the following steps should be taken.

- 1. The academic dean requests list of active students in program from Institutional Effectiveness. Academic dean also requests enrollment and graduation data from previous 5-year period.**
- 2. The academic dean, together with faculty, develops and submits a teach out plan to allow current students ample time to complete the program. The teach out plan shall include the following.**
 - a) Provide the closure date, defined by SACSCOC as the date when students are no longer admitted. Unless there are extenuating circumstances, program closures should occur each May, at the close of spring semester.
 - b) An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure.
 - c) An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.
 - d) Explain whether the students subject to the teach-out plan will incur additional charges or other

- e) expenses because of the teach-out and, if so, how the students will be notified.
- e) Copies of signed teach-out agreements with other institutions, if applicable.
- f) A description of how faculty and staff will be redeployed or helped to find new employment. Note: Do not submit individually identifiable student information.

The teach-out plan should be submitted to Curriculum Committee and TCC's SACSCOC liaison no later than one week prior to consideration by the Curriculum Committee meeting. Upon submission to SACSCOC, the teach-out plan may be implemented, but SASCOC approval is not guaranteed.

3. **The academic dean, in collaboration with faculty, develops a teach out plan, if necessary, to allow current students ample time to complete the program. (A teach out plan should represent, per SACSCOC, a “good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of study or professional careers. In all cases, individuals should be notified of the decision to close a program as soon as possible so that they can make appropriate plans.” For additional information, see [SACSCOC](#).)**
4. **The academic dean presents discontinuance request along with relevant data and teach out plan to Program Advisory Committee (for Career and Technical programs only). If committee is in agreement with request, discontinuance process continues.**
5. **The academic dean completes the *Proposal for Discontinuing a Certificate* form and submits it to Academic Affairs. Academic Affairs places brackets on the program, hides it within i-INCURR, and sets a last admit term in SIS, based on the dean’s recommendation, to prevent future students from enrolling in the program.**
6. **The AVP notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of plans to discontinue program.**
7. **Academic Affairs develops lists of courses that will be discontinued as a result of program’s discontinuance (i.e., courses not linked with other program offerings or not needed by current students).**
8. **If program has specialized accreditation, academic dean notifies agency of plans for discontinuance and ensures that requirements for notification are met, assuming program is officially discontinued.**
9. **The academic dean presents the discontinuance proposal to Curriculum Committee, outlining reasons for discontinuance along with relevant data and teach out plan (if necessary).**
10. **Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** If Curriculum Committee recommends discontinuance, recommendation should be provided to VP. If the Curriculum Committee recommends against the discontinuance, rationale for rejection must be provided to the dean at the meeting. The dean has the option of revising or abandoning the request. Although the Vice President reviews the Committee’s recommendation, the Vice President has college-level authority for the advancement of discontinuance requests. If request is denied at any time during process, college parties above in #5 are notified and Academic Affairs removes brackets to allow for student entry to the program and makes it visible within i-INCURR.

- 11. Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action.**
- 12. The College Board approves or denies the request.**
- 13. If approved, the AVP notifies VCCS AS&R Staff through completion and submission of the *VCCS Discontinuance Form* as well as the *SCHEV Intent to Discontinue an Academic Program Cover Sheet*. SACSCOC is also notified and the teach-out plan is sent. VCCS AS&R must review and recommend to the Chancellor, who has final authority, assuming SACSCOC approval.**
- 14. If approved by the Chancellor and SACSCOC, the AVP notifies counselors, VA, Central Financial Aid, the Information Center, Institutional Effectiveness, AVP for Interactive Communications, and academic dean of official discontinuance status.**
- 15. The academic dean notifies specialized accrediting agency, as necessary. Dean also notifies the Program Advisory Committee of its official dissolution, as necessary.**
- 16. Academic Affairs removes any courses being discontinued as a result of program discontinuance from SIS, i-INCURR, and future Catalog, taking into account courses that must remain active for other programs and/or for the teach out plan.**
- 17. The academic dean, or designee, notifies active students of the teach out plan (if needed) and/or movement to new program (if needed and approved as part of discontinuance process). If students will be moved to a new program, the campus office responsible for program changes must move the students, but only after students have been notified in writing.**
- 18. The AVP includes discontinuance/inactivation dates in centrally maintained database to ensure program is officially inactivated when necessary.**
- 19. When it is time to officially inactivate the program so that students can no longer graduate from the program, the AVP notifies Registrar so the program can be deleted from the graduation application. The AVP also notifies OIS to officially inactivate program in SIS and Central Financial Aid as a reminder.**
- 20. The AVP notifies VCCS AS&R Staff via completion and submission of the Discontinuance of an Academic Program checklist along with additional and required materials.**
- 21. SCHEV and SACSCOC are notified of discontinuance.**

14.0 Proposal for a Specialization of Existing Degree Program

14.1 Definition of a Specialization

Per VCCS, a specialization is an area of concentration within an approved major, varying from its parent major by 9-15 credit hours. A specialization always has a parent major and needs eventual approval from the College Board.

NOTE 1: Initiating a program requiring students to possess prior learning as a condition of admission requires notification to SACSCOC by TCC's SACSCOC liaison prior to implementation.

14.2 Timeline

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	Earliest Implementation Semester
1.5 weeks prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	Spring 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	December 2023	January 2024	Summer 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	January 2024	February 2024	March 2024	Summer 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	May 2024	Fall 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	August 2024	September 2024	Spring 2025

14.3 Process

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

- 1. The faculty developer completes the online *Proposal for a Specialization* packet.** If courses new to the VCCS will be proposed in support of the specialization, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of it, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met.
- 2. The faculty developer reviews the request with the appropriate dean(s).**
- 3. The Program Advisory Committee reviews the request and recommends referral**

to Academic Affairs (for Career/Technical programs).

- 4. Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.**
At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the career studies certificate for review.
- 5. The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** The faculty developer and appropriate dean should present the proposal to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed specialization.

If the Curriculum Committee recommends that the specialization be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for the advancement of requests.
- 6. Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action.** The Vice President presents the specialization for review.
- 7. The College Board approves or denies the program request.**
- 8. Academic Affairs notifies the appropriate dean and faculty developer of the Board's decision.**
- 9. Upon approval, Academic Affairs notifies VCCS Staff** of the program's approval, its plan number, and CIP number.
- 10. Academic Affairs publishes the approved specialization on the college website and in the Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application. Counselors, Registrar, Library, Information Center, Institutional Effectiveness, and Financial Aid are also notified.**
- 11. The AVP notifies AS&R staff via completion and submission of the Specialization Checklist, to include the signed VCCS Form 102S.**

15.0 Proposal for Modifying a Specialization

15.1 Timeline

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January or February 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	March, April, or June 2024	Summer 2025

15.2 Process

Since specializations are linked to a degree program, changes to specializations may be prompted by changes to a degree program. Often, the proposed changes can be made at the same time. When the need for modifying a specialization is evident, faculty should begin discussions with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for modifications, the faculty developer should proceed in the following manner.

1. **The faculty developer completes the online *Proposal for Modifying a Specialization* packet.** If courses new to the VCCS will be proposed in support of the modified program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met. These instances should be rare unless these changes have been made (or are being requested) for a linked degree program.
2. **The faculty developer reviews the request with the appropriate dean(s).**
3. **The Program Advisory Committee reviews the request and recommends referral to Academic Affairs.**
4. **Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the modification for review.

5. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Academic Affairs Leadership.** The faculty developer and appropriate dean should present the modification to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed specialization.

If the Curriculum Committee recommends that the proposal be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Academic Affairs Leadership reviews the Committee's recommendation, the Academic Affairs Leadership has college-level authority for the advancement of proposals.

6. **Upon the Academic Affairs Leadership's approval, Academic Affairs notifies the appropriate dean and faculty developer.**
7. **Academic Affairs publishes approved changes on the college website and in the Catalog for the next academic year and notifies OIS for entry in SIS. Academic Affairs also notifies Counselors, Registrar, Information Center, Institutional Effectiveness, and Financial Aid.**

16.0 Specialization Discontinuance

16.1 Timeline

Please note that the VCCS only processes discontinuances once a year.

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	Earliest Official Discontinuance Semester
1.5 weeks prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	Fall 2024
1.5 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	December 2023	January 2024	Fall 2025
1.5 weeks prior to meeting date	1 week prior to meeting date	January 2024	February 2024	March 2024	Fall 2025
1.5 weeks prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	May 2024	Fall 2025
1.5 weeks prior to meeting date	1 week prior to meeting date	April or June 2024	August 2024	September 2024	Fall 2025

16.2 Process

When the need to discontinue a specialization is identified, all applicable parties (i.e., Academic Affairs, academic dean(s), faculty, PAC) must be engaged in the decision. If the decision is to proceed, the following steps should be taken.

- The academic dean requests a list of active students in the specialization from Institutional Effectiveness. The academic dean also requests enrollment and graduation data from the previous 5-year period.**
- The academic dean develops a teach out plan, if necessary, to allow current students ample time to complete the program. (A teach out plan should represent, per SACS, a “good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of study or professional careers. In all cases, individuals should be notified of the decision to close a program as soon as possible so that they can make appropriate plans.” For additional information, see [SACSCOC](#).)**
- The academic dean presents the discontinuance request along with relevant data and a teach out plan to the Program Advisory Committee (for Career and Technical specializations only). If the PAC is in agreement with the request, the discontinuance process continues.**
- The academic dean completes the *Proposal for Discontinuing a Specialization* form and submits it to Academic Affairs.**

5. **Academic Affairs places brackets on the program, hides it within i-INCURR, and sets a last admit term in SIS, based on the dean's recommendation, to prevent future students from enrolling in the program.**
6. **The AVP notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of plans to discontinue the specialization.**
7. **Academic Affairs develops lists of courses that will be discontinued as a result of program's discontinuance (i.e., courses not linked with other program offerings).**
8. **If the program has specialized accreditation, the academic dean notifies agency of plans for discontinuance and ensures requirements for notification are met, assuming specialization is officially discontinued.**
9. **The academic dean presents the discontinuance proposal to Curriculum Committee, outlining reasons for discontinuance along with relevant data and teach out plan (if necessary).**
10. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** If Curriculum Committee recommends discontinuance, recommendation should be provided to VP. If the Curriculum Committee recommends against the discontinuance, rationale for rejection must be provided to the dean at the meeting. The dean has the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for the advancement of discontinuance requests. If request is denied at any time during process, college parties above in #5 are notified and Academic Affairs removes brackets to allow for student entry to the program and makes it visible within i-INCURR.
11. **Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action.**
12. **The College Board approves or denies the request.**
13. **If approved, the AVP notifies VCCS AS&R Staff.**
14. **The AVP notifies counselors, VA, Central Financial Aid, the Information Center, Registrar, Institutional Effectiveness, AVP for Interactive Communications, and academic dean of official discontinuance status.**
15. **The academic dean notifies specialized accrediting agency, as necessary.**
16. **Academic Affairs removes any courses being discontinued as a result of program discontinuance from SIS, i-INCURR, and future Catalog, taking into account courses that must remain active for other programs and/or for the teach out plan.**
17. **The academic dean or designee notifies active students of the teach out plan (if needed) and/or movement to new program (if needed and approved as part of discontinuance process).** If students will be moved to a new program, the campus office responsible for program changes must move the students, but only after students have been notified in writing.

- 18. The AVP includes discontinuance/inactivation dates in centrally maintained database to ensure program is officially inactivated when necessary.**
- 19. When it is time to officially inactivate the program so that students can no longer graduate from the program, the AVP notifies Registrar so that program can be deleted from graduation application. AVP also notifies OIS to officially inactivate program in SIS and Central Financial Aid as a reminder.**
- 20. The AVP notifies VCCS AS&R Staff.**

17.0 Proposal for a Degree Program

17.1 Definition of a Degree Program

Per SCHEV, a new program is a “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. SCHEV must review the proposal and SACSCOC approval may be required. Note that SCHEV requires a minimum of 6 months prior to requested program implementation semester.

NOTE 1: A new program with 50-100% new content is a significant departure from the institution’s existing programs and is considered a substantive change. This requires SACSCOC *approval* prior to implementation. A new program with 25-49% new content is a significant departure from the institution’s existing programs and requires *notification* prior to implementation. Please contact the AVP for next steps.

NOTE 2: Initiating a program requiring students to possess prior learning as a condition of admission requires notification to SACSCOC by TCC’s SACSCOC liaison prior to implementation.

17.2 Timeline

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	State Board Meeting Dates and Chancellor Review/Approval ¹¹	Earliest Implementation Semester ¹²
1 month prior to meeting date	2 weeks prior to meeting date	September 2023	September 2023	November 2023	January 2024	Summer 2024
1 month prior to meeting date	2 weeks prior to meeting date	October or November 2023	November 2023	January 2024	March 2024	Fall 2024
1 month prior to meeting date	2 weeks prior to meeting date	January 2024	January 2024	March 2024	May 2024	Fall 2024
1 month prior to meeting date	2 weeks prior to meeting date	February or March 2024	March 2024	May 2024	September 2024	Summer 2025
1 month prior to meeting date	2 weeks prior to meeting date	April or June 2024	July 2024	September 2024	November 2024	Summer 2025

¹⁰ Original requests must be approved by the Chancellor and State Board for Community Colleges; additional colleges’ requests need only be reported.

¹¹ Implementation may take longer if SACSCOC must review and/or approve. SACSCOC review and/or approval is necessary when the proposed program is a significant departure from previously approved programs. In some cases, SACSCOC must be contacted six months in advance of implementation.

17.3 Process

When the need for a new degree program arises, 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 developer should proceed in the following manner.

- 1. The faculty developer, in collaboration with the appropriate academic dean, responds to all items in the *Degree Program Proposal Guidelines Checklist and Sample Table of Contents* (see Buzz web site, Course and Program Development (<https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx>) including all required forms.** If courses new to the VCCS will be proposed in support of the program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met.
- 2. A Program Advisory Committee is formed to review the request and recommend referral to Academic Affairs.**
- 3. Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the program of study for review.
- 4. Academic Affairs contacts Institutional Effectiveness so contact with SACSCOC can be made to begin discussions about the required prospectus.**
- 5. Academic Affairs notifies VCCS staff that a new program is being developed and may also seek advisement if there are questions about program viability or sustainability (due to equipment/program costs, program duplication within geographical area, etc.).**
- 6. The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** The faculty developer and appropriate dean should present the program of study to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that a program be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for advancing of new program requests.
- 7. Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the requests and recommends Board action.** The Vice President and appropriate dean and faculty present the program of study for review.
- 8. The College Board approves or denies the program request.**

- 9.** Upon Board approval, the VP electronically submits the cover letter and program proposal per detailed directions outlined in the *Degree Program Proposal Guidelines, Checklist & Sample Table of Contents* (see Buzz web site, Course and Program Development (<https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx>) to the VCCS Coordinator of Academic Programs for VCCS review and distribution to the State Board for Community Colleges, as well as the Chancellor.

NOTE: If the program will be offered jointly or in collaboration with one of more additional institutions, the Chief Academic Officer (CAO) of the collaborating institution(s) should also submit a letter of support and explanation.

- 10.** The Chancellor and State Board for Community Colleges approve or deny the request.
- 11.** Assuming the State Board and Chancellor approve, VCCS notifies TCC the program proposal is ready for submission to SCHEV. Academic Affairs then mails two single-sided, signed, hard copies of the final version of the complete program proposal VCCS Coordinator of Academic Programs per detailed directions outlined in *Degree Program Proposal Guidelines, Checklist & Sample Table of Contents* (see Buzz web site, Course and Program Development (<https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx>) who then sends the documentation to SCHEV when VCCS staff believe the proposal is ready to move forward. **SCHEV confirms notification of the request at least six months prior to requested program implementation semester.** Note: “Spin off” degree programs (such as turning a specialization of a current degree program into a stand-alone degree program) also require SCHEV approval.
- 12.** The College receives notice from SACSCOC regarding new program. Assuming request is approved, the college proceeds to next step.
- 13.** Academic Affairs notifies the appropriate dean and the faculty developer(s) of approval status along with the new program code. Academic Affairs also works with VCCS to determine an appropriate CIP code.
- 14.** Academic Affairs publishes approved degree programs on the college website and in the Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application. Counselors, Registrar, Library, Information Center, Institutional Effectiveness, and Financial Aid are also notified.

17.01 Proposal for a Transfer Major

17.01A Definition of a Major

Per VCCS Policy, a major is defined as “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.”

All majors must have a parent degree program. Majors can be created within AA, AS, AFA, AAS or AAA degrees.

17.01B Timeline

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	State Board Meeting Dates Review/Approval	Earliest Implementation Semester
1 month prior to meeting date	2 weeks prior to meeting date	September 2023	September 2023	November 2023	January 2024	Summer 2024
1 month prior to meeting date	2 weeks prior to meeting date	October or November 2023	November 2023	January 2024	March 2024	Summer 2025
1 month prior to meeting date	2 weeks prior to meeting date	January 2024	January 2024	March 2024	May 2024	Summer 2025
1 month prior to meeting date	2 weeks prior to meeting date	February or March 2024	March 2024	May 2024	September 2024	Summer 2025
1 month prior to meeting date	2 weeks prior to meeting date	April or June 2024	July 2024	September 2024	November 2024	Summer 2025

17.01C Process

When the need for a major arises, faculty should first review Transfer Virginia common curricula to determine if a major has been developed. If an existing VCCS Curriculum Plan is in place for the desired major, faculty will need to use this curriculum when creating the desired major. If a VCCS common curriculum does not exist, 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 developer should proceed in the following manner.

1. The faculty developer, in collaboration with the appropriate academic dean, responds to all items on the Checklist for New Transfer Major including all required forms. If courses new to the VCCS will be proposed in support of the program, the guidelines in the Proposal for a New VCCS Course section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the Proposal for Activating an Existing VCCS Course section shall be met. Required documentation will include:

- VCCS 102 Form, Request for New Curriculum
- Description of New Major
- Justification for New Major

- Documentation of Local Board approval
- Curriculum (draft catalog layout acceptable)
- Crosswalk that confirms the major is in alignment with VCCS policy (comparison of parent program with major)

2. A Program Advisory Committee is formed to review the request and recommend referral to Academic Affairs.

3. Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete. At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the program of study for review.

4. The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President. The faculty developer and appropriate dean should present the program of study to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program. If the Curriculum Committee recommends that a program be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for advancing of new program requests.

5. Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the requests and recommends Board action. The Vice President and appropriate dean and faculty present the program of study for review.

6. The College Board approves or denies the program request.

7. Upon Board approval, the VP electronically submits the cover letter and program proposal per detailed directions outlined in the *Checklist for New Transfer Major* to the VCCS for review and distribution to the State Board for Community Colleges.

8. The State Board for Community Colleges approve or deny the request.

9. Assuming approval by the State Board, VCCS notifies TCC of the program approval.

10. Academic Affairs notifies the appropriate dean and the faculty developer(s) of approval status along with the program code. VCCS will also provide the appropriate CIP code (parent program CIP code).

11. Academic Affairs publishes approved degree programs on the college website and in the Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application. Counselors, Registrar, Library, Information Center, Institutional Effectiveness, and Financial Aid are also notified.

18.0 Proposal for Modifying a Degree Program

A change in program length requires SACSCOC approval prior to implementation if: (a) program credit hours increase or decrease by 25% or more AND (b) students' expected time to completion increases or decreases by more than one term. When a change of this nature is planned, notify the AVP for Academic Affairs.

18.1 Timeline

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester ¹³
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January or February 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	March, April, or June 2024	Summer 2025

18.2 Process

When the need for modifying a degree program is evident, faculty should begin discussions with discipline faculty and the appropriate dean. Once the faculty and dean have agreed on the need for modifications, the faculty developer should proceed in the following manner.

1. **The faculty developer completes the *Proposal for Modifying a Degree Program* packet.** If courses new to the VCCS will be proposed in support of the modified program, the guidelines in the *Proposal for a New VCCS Course* section must also be followed. If courses new to TCC will be proposed in support of the program, the guidelines in the *Proposal for Activating an Existing VCCS Course* section shall be met.
2. **The faculty developer reviews the request with the appropriate dean(s).**
3. **The Program Advisory Committee reviews the request and recommends referral to Academic Affairs (for Career/Technical programs).**
4. **Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the modification for review.

¹² Implementation may take longer if SACSCOC must review and/or approve. SACSCOC review and/or approval is necessary when the proposed modification significantly changes the length of a program with noticeable impact on a program's completion time.

Academic Affairs determines if the modified curriculum may be a potential substantive change. If so, Institutional Effectiveness is contacted and SACSCOC is subsequently notified, if warranted, for notification or approval.

- 5. The Curriculum Committee reviews the request and recommends approval/disapproval by Academic Affairs Leadership.** The faculty developer and appropriate dean should present the modification to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that the proposal be denied approval, rationale for rejection must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although Academic Affairs Leadership reviews the Committee's recommendation, the Academic Affairs Leadership has college-level authority for advancing proposals.

- 6. Upon the Academic Affairs Leadership's approval, Academic Affairs notifies the appropriate dean and faculty developer.**
- 7. Academic Affairs published approved changes on the college website and in the College Catalog for the next academic year and notifies OIS for entry in SIS. Academic Affairs also notifies Counselors, Registrar, Library, Information Center, Institutional Effectiveness and Financial Aid.**

19.0 Degree Program Discontinuance

Closing a Career Studies Certificate, Certificate, or Associate degree requires SACSCOC approval of a required teach-out plan. Closure is defined by SACSCOC as closed to admission or entry, not the cessation of instruction. A program cannot be closed to admission or entry until a teach-out plan is submitted by TCC’s SACSCOC liaison to SACSCOC for approval. This step is not included in the timeline below, but is provided in the Process section.

19.1 Timeline

Please note that the VCCS only processes discontinuances once a year.

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	State Board Meeting Dates and Chancellor Review/Approval ¹⁴	Earliest Official Discontinuance Semester ¹⁵
1 month prior to meeting date	2 weeks prior to meeting date	September 2023	October 2023	November 2023	December 2023	Fall 2024
1 month prior to meeting date	2 weeks prior to meeting date	October or November 2023	December 2023	January 2024	December 2024	Fall 2025
1 month prior to meeting date	2 weeks prior to meeting date	January 2024	February 2024	March 2024	December 2024	Fall 2025
1 month prior to meeting date	2 weeks prior to meeting date	February or March 2024	April 2024	May 2024	December 2024	Fall 2025
1 month prior to meeting date	2 weeks prior to meeting date	April or June 2024	August 2024	September 2024	December 2024	Fall 2025

19.2 Process

When the need to discontinue a degree program is identified, all applicable parties (i.e., Academic Affairs, academic dean(s), faculty, PAC) must be engaged in the decision. If the decision is to proceed, the following steps should be taken.

- 1. The academic dean requests a list of active students in the program from Institutional Effectiveness. The academic dean also requests enrollment and graduation data from the previous 5-year period.**
- 2. The academic dean, together with faculty, develops and submits a teach out plan to allow current students ample time to complete the program. The teach out plan shall include the following.**
 - a) Provide the closure date, defined by SACSCOC as the date when students are no longer admitted. Unless there are extenuating circumstances, program closures should occur each May, at the close of spring semester.
 - b) An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure.
 - c) An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.

- d) 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.
- e) Copies of signed teach-out agreements with other institutions, if applicable.
- f) A description of how faculty and staff will be redeployed or helped to find new employment. Note: Do not submit individually identifiable student information.

The teach-out plan should be submitted to Curriculum Committee and TCC's SACSCOC liaison no later than one week prior to consideration by the Curriculum Committee meeting. Upon submission to SACSCOC, the teach-out plan may be implemented, but SASCOC approval is not guaranteed.

3. **The academic dean presents the discontinuance request along with relevant data and teach out plan to the Program Advisory Committee (for Career and Technical programs only). If the committee is in agreement with the request, discontinuance process continues.**
4. **The academic dean completes the *Proposal for Discontinuing a Degree Program* form and a *SCHEV Intent to Discontinue an Academic Degree Program* form and submits them to Academic Affairs.**
5. **Academic Affairs places brackets on the program, hides it within i-INCURR, and sets a last admit term in SIS, based on the dean's recommendation, to prevent future students from enrolling in the program.**
6. **The AVP notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of plans to discontinue program.**
7. **Academic Affairs develops lists of courses that will be discontinued as a result of program's discontinuance (i.e., courses not linked with other program offerings).**
8. **If a program has specialized accreditation, the academic dean notifies agency of plans for discontinuance and ensures requirements for notification are met, assuming the program is officially discontinued.**
9. **The academic dean presents the discontinuance proposal to Curriculum Committee, outlining reasons for discontinuance along with relevant data and teach out plan (if necessary).**
10. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Vice President.** If Curriculum Committee recommends discontinuance, recommendation should be provided to VP. If the Curriculum Committee recommends against the discontinuance, rationale for rejection must be provided to the dean at the meeting. The dean has the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for the approval/disapproval of discontinuance requests. If request is denied at any time during process, college parties above in #5 are notified and Academic Affairs removes brackets to allow for student entry to the program and makes it visible within i-INCURR.
11. **Upon the Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action.**
12. **The College Board approves or denies the request.**
13. **If approved, the AVP notifies VCCS AS&R Staff and submits the required *VCCS Discontinuance Form* and *SCHEV Intent to Discontinue an Academic***

Program Cover Sheet. SACSCOC is also notified and the teach-out plan is sent. VCCS AS&R must review and recommend to the Chancellor and the State Board, who have final authority, assuming SACSCOC approval.

- 14. If approved by the Chancellor and State Board, the AVP notifies counselors, VA, Central Financial Aid, the Information Center, Institutional Effectiveness, AVP for Interactive Communications, and academic dean of official discontinuance status.** VCCS submits required SCHEV form to SCHEV for notification purposes.
- 15. The academic dean notifies specialized accrediting agency, as necessary. The Dean also notifies Program Advisory Committee of its official dissolution, as necessary.**
- 16. Academic Affairs removes any courses being discontinued as a result of program discontinuance from SIS, i-INCURR, and future Catalog, taking into account courses that must remain active for other programs and/or for the teach out plan.**
- 17. The academic dean or designee notifies active students of teach out plan and/or movement to new program (if needed and approved as part of discontinuance process).** If students will be moved to a new program, the campus office responsible for program changes must move the students, but only after students have been notified in writing.
- 18. The AVP includes discontinuance/inactivation dates in centrally maintained database to ensure program is officially inactivated when necessary.**
- 19. When it is time to officially inactivate the program so that students can no longer graduate from the program, the AVP notifies Registrar so that the program can be deleted from the graduation application. The AVP also notifies OIS to officially inactivate program in SIS and Central Financial Aid as a reminder.**
- 20. The AVP notifies VCCS AS&R Staff via completion and submission of the Discontinuance of an Academic Program checklist along with additional and required materials.**
- 21. SCHEV and SACSCOC are notified.**

20.0 Proposal for Program Name Change and/or CIP Code Change

20.0 Timeline

The timeline for proposed program name changes and/or CIP code changes varies by type of program. For example, degree program name changes require approval by SCHEV and proposed name changes for specializations receive final approval by the Vice President. Approved name changes are made effective only during summer terms as the college’s academic calendar runs from summer term to spring semester.

20.11 Timeline for Specialization and Career Studies Certificate Name Changes and/or CIP Code Change

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester
3 weeks prior to meeting date	1 week prior to meeting date	September 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	October or November 2023	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	January or February 2024	Summer 2024
3 weeks prior to meeting date	1 week prior to meeting date	March, April, or June 2024	Summer 2025

20.12 Timeline for Degree and Certificates Name Changes and/or CIP Code Changes

Agenda Item Proposals Due to AVPs	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Agenda Items Due to College Board (6 weeks prior)	College Board Meeting Dates	State Board Meeting Dates/ Chancellor Review/SCHEV recognition	Earliest Implementation Semester
1 month prior to meeting date	1 week prior to meeting date	September 2023	October 2023	November 2023	January 2024	Summer 2024
1 month prior to meeting date	1 week prior to meeting date	October or November 2023	December 2024	January 2024	March 2024	Summer 2024
1 month prior to meeting date	1 week prior to meeting date	January 2024	February 2024	March 2024	May 2024	Summer 2025
1 month prior to meeting date	1 week prior to meeting date	February or March 2024	April 2024	May 2024	September 2024	Summer 2025
1 month prior to meeting date	1 week prior to meeting date	April or June 2024	August 2024	September 2024	November 2024	Summer 2025

20.1 Process

When the need to change a program name and/or CIP code is identified, all applicable parties (i.e., Academic Affairs, academic deans(s), faculty, PAC) must be engaged in the decision and must approve it. If the decision is to proceed, the following steps should be taken.

1. **The faculty developer writes a memo for the proposed name change and/or CIP code change and provides background information. The faculty developer also completes SCHEV's *Academic Program Revision Cover Sheet (Name, CIP Code, or Degree Designation)*.** All of the following information should be included in the memo: existing program title, proposed program title (if a name change), current credential designation, proposed credential designation (if a designation change), existing program code, existing CIP code, proposed CIP code (if a CIP code change), initiation date, administrative/academic unit, reason for the change (to include evidence of PACs support of the planned program name change and/or CIP code change and the date of its subsequent recommended approval, as well as how the name change and/or CIP code change will impact the program's marketability and recognition and how/if it will impact current students). Attach a copy of the curriculum (or proposed new curriculum).
2. **Academic Affairs reviews the request for compliance and administrative issues and refers to the Curriculum Committee if the request is complete.** At a regular meeting of Academic Affairs, the faculty developer and appropriate dean may be asked to present the change for review.
3. **The Curriculum Committee reviews the request and recommends approval/disapproval to the Vice President.** The faculty developer and appropriate dean should present the proposal to the Curriculum Committee for review. The faculty developer and dean will not be present during discussions of merit or cast a vote for approval or rejection of the proposed program.

If the Curriculum Committee recommends that the proposal not be approved, rationale must be provided to the dean and faculty developer at the meeting. The appropriate dean and faculty developer have the option of revising or abandoning the request. Although the Vice President reviews the Committee's recommendation, the Vice President has college-level authority for advancing program name changes.

4. **Requests for name changes and/or CIP code changes for specializations and career studies certificates may receive final approval by the Vice President.**

Assuming Vice President approval, the Vice President submits a notification letter and the SCHEV "*Academic Program Revision Cover Sheet (Name, CIP Code, or Degree Designation)*" form to Academic Affairs at the VCCS (checklist of required documentation is available on the BUZZ website) and requests a new plan number if title change was prompted by significant overhaul of the curriculum.

Requests for name changes and/or CIP code changes for degree and certificate programs must be presented by the VP to the College Board prior to going to the VCCS and to SCHEV for final approval. A memo from the VP justifying the request must be submitted to the College Board.

Assuming College Board approval, the Vice President submits a proposal letter and the SCHEV "*Academic Program Revision Cover Sheet (Name, CIP Code, or Degree*

Designation” form” to Academic Affairs at the VCCS (checklist of required documentation for proposals is available on the BUZZ website.)

5. **Academic Affairs notifies the appropriate dean and the faculty developer(s) of approval status.**

6. **As warranted, Academic Affairs publishes approved name change in the Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application for the following academic year. Counselors, Registrar, Information Center, Institutional Effectiveness, Financial Aid, and VCCS Academic Affairs (as warranted) are also notified.**

21.0 Program Delivery Mode

Adding a method of instructional delivery to an existing program requires notification to SACSCOC prior to implementation. A specific method of delivery applies when 50% or more of a program is delivered by that method. Methods of delivery at TCC include distance education and face-to-face instruction. Before adding an instructional delivery mode, please contact the AVP for Academic Affairs.

22.0 Related Academic Affairs Policy, Plans, Procedures

There are policies, plans and procedures that govern the development, delivery and administration of academic services and programs, to include curriculum development. The policies are posted and maintained at <http://www.tcc.edu/policies/>. Those specific to curriculum development are noted herein, with full text and details provided at the link cited above.

22.1 Credit Course Requisites: Policy No. 2103

22.2 Substantive Change: Policy No. 2104

22.3 Academic Quality Assurance: Policy No. 2105

23.0 Revision History

Approved for Implementation October 18, 2013

Revised Fall 2015

Revision approved: November 19, 2015¹

Revision approved: February 18, 2016²

Revision approved: September 21, 2018³

Revision approved: September 20, 2019⁴

Revision approved: September 20, 2019⁵

Revision approved: September 17, 2020⁶

Revision considered: September 16, 2021⁷

¹ Academic policy additions and role of Curriculum Committee detailed.

² General Education and credit hour requirements for degree programs to align with changes to Section 5 of the VCCS Policy Manual.

³ Meeting dates; AFA designation; position and unit title changes; consideration of library resources in program development; course description VCCS Policy change (5.3.0)

⁴ Meeting dates; additional VCCS approval requirements for adding a new specialization (14.0) and discontinuing an academic program (10.0, 13.0, 19.0)

⁵ Meeting dates; new general education competencies (pages 11 & 63); course requisite request in i-INCURR

⁶ Removed references to provost, division dean, and directors page 3 (under Campus Administration) and throughout.

Updated title of Executive Vice President for Academic and Student Affairs (Executive Vice President) to Vice President for Academic Affairs and Chief Academic Officer (Vice President) throughout.

Updated Title of Academic Services and Research to Academic and Workforce Programs throughout

Added Uniform Certificate of General Students (section 2.1.8)

Added the Passport (Section 2.1.9)

Added per VCCS policy, colleges are responsible for identifying and assessing learning outcomes for each general education competency (under General Education Outcomes)

Added section heading for General Education Requirements

Added section heading for course outlines and syllabi

Added section heading for curriculum and program oversight

Updated Table 5.1

Added per VCCS Policy, dual enrollment, UCGS, and Passport Transfer courses must be identified in the College Catalog or on college website; and transfer and career technical dual enrollment courses must be designated as such in the College Catalog or on the college website

Added Heading for Lecture Credits and added Laboratory Credits description (Section 2.2.4)

Added procedure details for proposing requisites including requirements for majority votes of full-time faculty, deans voting in

cases of tie votes, deans determining whether to advance proposals in cases where there are no full time faculty, AVP notifying faculty, staff, and OIS for requisites enforcement of requisite approval, implementation of approved requisites in summer unless otherwise approved by AVP, and footnote on requisite enforcement and student's responsibility to drop courses for which in-progress courses were used to satisfy requisites but not passed (Sections 3.4, 4.3, 5.4, 6.3)

Added section heading for program advisory committees

Removed Policy descriptions from section 21.0 for Policies 2103, 2104, and 2105.

7 Added Section 21 (Program Delivery Mode) based on revisions to SASCOC Substantive Change Policy.

Revised sections 8, 11, and 17 to reflect new SACSCOC program notification requirements for new programs with new content.

Revised sections 10, 13, and 19 to reflect new SACSCOC program closure requirements.

Revised sections 8, 11, 14, and 17 to reflect new SACSCOC requirement for notification of programs designed for prior learning.

Revised sections 9, 12 and 18 to include new SACSCOC requirement that substantive program length change proposals must have prior approval.

Revised dates to reflect 2021-22 academic year.

2022-2023 Updates

Updated policy as required from the VCCS (CSC Title Change/CIP Code/Degree Designation and)

Removed language regarding "Plan of Study" and "General Education Certificate" (section 2.3)

Added section 4.01 "Proposal for Revising a Local Course Prerequisite/Co-requisite"

Updated AVP approval in all procedures modifying a course or program to read "Academic Affairs Leadership approval"

Revised dates to reflect 2022-2023 academic year

2023-2024 Updates

Updated Major (2.3.2) and Specialization (2.3.3) definitions per VCCS policy

Revised Table 5.1 to reflect removal of AA&S degree, updated course requirements

Revised all calendar dates to reflect 2023-2024 academic year

Certificate and degree discontinuances updated to reflect new once a year processing – time updated as well as form name updates

Proposal for a Transfer Major section added.