Tidewater Community College

Curriculum Procedures Handbook

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[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)

Table of Contents

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.

Discipline Faculty
The discipline faculty provides curricular coordination of the discipline, including its development and delivery. Discipline faculty are composed of all full-time faculty within a specific discipline. Adjunct faculty may be included in discipline 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. 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 development of new curriculum.

Campus Administration
The provost is the chief academic officer of a campus and as such is responsible for the *preliminary* approval and, as applicable, eventual implementation of curricula on the campus. Division deans (or directors) are responsible for the administration of academic programs and credit courses. The division dean/director and the campus provost 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 discipline faculty. It also reviews new and revised academic policy proposals, recommends general education course selection, and annually reviews and recommends revisions to the Curriculum Handbook, to include curriculum proposal processes. Recommendations by the Curriculum Committee are directed to the Executive Vice President for Academic and Student Affairs ("Executive Vice President" or "EVP").

College Administration
The Associate Vice President for Academic Affairs is responsible for overall coordination and implementation of the curriculum process for credit curricula and credit courses. The Executive Vice President is responsible for overall coordination and implementation of academic policy and the review of recommendations advanced by the Curriculum Committee. Upon recommendation of the Executive Vice President, the President and the Executive Staff review and approve proposals for new and revised academic policies.

Program Advisory Committees
Local program advisory committees must be utilized in the establishment, development and evaluation of career and technical curricula and courses. Faculty nominate the members to the respective academic dean/director. The Curriculum and Student Development Committee of the TCC Local Board reviews all nominations submitted by the Executive 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).

VCCS (Virginia Community College System)
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 Services and Research
Academic Services and Research 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 Services and Research 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. A separate Workforce Development unit is headed by a different vice chancellor; however, the two units collaborate frequently.

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 division 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 also may make recommendations that affect 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 (State Council of Higher Education for Virginia)

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 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 that 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.

2.1.1 Degree Types

A <u>degree program</u> is a general discipline structure identified by a CIP code. Under each of the programs there may be one or more majors. TCC offers four types of degrees: AA, AS, AAA, 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.

2.1.2 Major
A major is a curriculum composed of 100- and 200-level courses that leads to a degree in a discipline or interdisciplinary specialty and is identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as 25% of total credits required for the degree (15-18 credits), excluding the general education core.

2.1.3 Specialization
A specialization is an area of concentration within an approved major, varying from the parent major by 9-15 credit hours of core courses. 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.

2.1.4 Plan of Study
A plan of study is a curriculum in Technical Studies. Like specializations, data on plans of study are reported with the parent program. Unlike specializations, plans of study are to be used for no more than three years, after which they are either expanded into a separate major or discontinued.

2.1.5 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.

2.1.6 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 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.

2.1.7 General Education Certificate

The General Education Certificate is awarded to recognize a milestone achievement for students pursuing an AA, AS or AFA degree. The curriculum provides a solid foundation in the VCCS and TCC general education core competency areas. It is not designed to transfer, but may be combined with an AAS degree to facilitate transfer to some senior institutions. Students are generally not program placed in this program, and the Certificate may be awarded administratively.

2.2 Degree, Certificate, and Career Studies Certificate Requirements

2.2.1 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

General Education:	(1) AA	(2) AS	(3) AA&S	(4) AFA	(5) AAA / AAS
Communication	6	6	6	6	3-6
Humanities / Fine Arts	6	6	6	3-9[c]	3-6
Foreign Language (Intermediate Level)	6	0	0	0	0
Social / Behavioral Sciences	9	9[a]	9	3-9	3-6
Natural Sciences /	7-8	7-8	7-8	4	0
Mathematics	6	6[b]	6[b]	3	0
Total for General Education =	40-41	34-35	34-35	19-28	15

(Natural Sciences / Mathematics column 5: }3-6)

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

Other Requirements for Associate Degrees:

Personal Development

Personal development is defined as general education per VCCS policy (5.0.2.2) but cannot be used to meet the general education requirements of SACSCOC in degree programs.

	(1)	(2)	(3)	(4)	(5)
Personal Development	1-2	1-2	1-2	1-2	1-2
Major field courses and electives (columns 1-4) Career/technical courses (column 5)	17-22	23-28	23-28	34-43	43-53
Total for Degree =	60-63	60-63	60-63	60-63	60-69

Notes:

[a] Only 6 semester hours of social/behavioral sciences are required for engineering majors who plan to transfer to a baccalaureate degree engineering program that requires 6 or fewer hours in this category, provided that the college/university publishes such requirements in its transfer guide.

[b] A minimum of 3 semester hours of mathematics is required for the General Studies major in the Associate of Science and Associate of Arts and Sciences degrees.

[c] One course in humanities/fine arts for the Fine Arts major must be a literature course.

General Education Requirements

The *VCCS Policy Manual* (Sections 5.0.2.0 and 5.0.2.1) states: "General education is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons. It is unbounded by disciplines and honors the connections among bodies of knowledge. VCCS degree graduates will demonstrate competency in the following general education areas:

- Communication
- Critical Thinking
- Cultural and Social Understanding
- Information Literacy
- Personal Development
- Quantitative Reasoning
- Scientific Reasoning

The associate degree programs within the Virginia Community College System support a collegiate experience that focuses on the above definition and attendant areas. The general education outcomes shall be included in the catalog of each college."

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 in selecting courses in fulfillment of the 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.

Written and Oral 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
Humanities requirements in AA, AS, AAA, AFA, 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, philosophy (PHI), and religion (REL). When a degree program requires more than one course in Humanities/Fine Arts, some 200-level foreign languages may be taken.

Foreign Language
The VCCS requires that AA degrees include at least six (6) credits in intermediate foreign language, which is consistent with the lower division requirements for most BA degrees.

Social 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).

NOTE: Unlike other AS degrees, the Engineering AS degree requires only six (6) credits of social sciences.

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

AA and AS degrees require a minimum of six (6) credits in MTH at or above the MTH 152 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. A minimum of three (3) credits must be earned 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
AA and AS degrees at TCC require eight (8) hours of natural science courses which include laboratories. 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 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.

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.

2.2.2 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.

2.2.3 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.

2.2.4 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.

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.

Per VCCS Policy, all approved courses must use the VCCS-approved course information. 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.

2.3 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 to 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 than18 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. See standard footnotes for foreign language and social science electives. 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.

2.4 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 from the **NCES**, National Center for Education Statistics) code. 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 located in the Master Course File (see http://courses.vccs.edu/). If a desired course cannot be located in the Master Course File (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 your 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 21, 2017	October	November 2	Spring 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	February 1	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	February	April 5	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	June 7	Fall 2018
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Spring 2019

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 Master Course File (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 that a new course request is being developed. Faculty developer also begins contacting VCCS peers to evaluate their support of the proposal; letters/emails of support are encouraged.**

3. **Faculty developer reviews "Course Approval Guidelines for the Deans' Course Review Committee" document located in *Proposal for a New VCCS Course* packet.**

4. **Faculty developer reviews section 2.2.4 of the college's Curriculum Handbook for VCCS Course Requirements.**

5. **The faculty developer completes the proposed course outline within i-INCURR and 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. **The faculty developer seeking a requisite for a course completes the Faculty Requisite Proposal form (form is located in *Proposal for a New VCCS Course* packet).** Note: VCCS Forms 103 and 104 request course requisite information. To allow for other VCCS colleges to develop requisites locally, the college recommends that 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 "lead 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 Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for advancing proposals.

10. **If the Executive 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 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 Master Course File 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 course in i-INCURR and the Catalog (if deadline is met). If a course requisite is approved, OIS is notified for its entry. Academic Affairs then activates the course for scheduling purposes.**

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

4.1 Definition of Course Revisions within Master Course File (MCF)

When a faculty developer proposes a change to an approved course description, its credit hours, requisites as listed in the VCCS Master Course File (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 21, 2017	October	November 2	Spring 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	February 1	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	February	April 5	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	June 7	Fall 2018
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Spring 2019

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. **Faculty developer consults with division faculty and the appropriate dean to determine if there is adequate support for revision.**

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

3. **If support is adequate, faculty developer informs Academic Affairs that a course revision is being proposed. Faculty developer also submits written documentation from their VCCS peers of their support of the proposal; letters/emails of support are required.**

4. **Faculty developer reviews section 2.2.4 of the college's Curriculum Handbook for VCCS Course Requirements.**

5. **The faculty developer completes VCCS Form 103 and 104. If a change to the course requisite is proposed, a Faculty Requisite Proposal form must also be completed. (Forms are located in *Proposal for Revising an Existing Course within Master Course File.)* 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.**

6. **The "lead dean" of the discipline reviews the online proposal. If approved, the dean completes the online approval.**

7. **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.

8. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Executive 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 that the revision 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. A l t h o u g h the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has authority for advancing proposals.

9. **If the Executive Vice President approves, paperwork is submitted to the College President for review and signature approval.**

10. **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 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.

11. **The DCRC approves or denies the course revision request.** If the DCRC approves, the VCCS enters the change in the Master Course File and into the VCCS Course Catalog in PeopleSoft.

12. **Academic Affairs notifies the appropriate dean and faculty developer of the DCRC's decision.**

13. **Academic Affairs publishes approved revision to i-INCURR and in the Catalog (if deadline is met). If a course requisite is approved, OIS is notified for its entry. Academic Affairs then activates the course for scheduling purposes if not activated and notifies appropriate deans and their staff.**

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? Is 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 21, 2017	Spring 2018
2 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	Spring 2018
2 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	Spring 2018
2 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	Summer 2018
2 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	Summer 2018

5.4   Process

When the need for activating an existing VCCS course arises, faculty should begin the process by discussions 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. **Faculty developer consults with division faculty and the appropriate dean to determine if there is adequate support for activating a VCCS course.**

2. **If support is adequate, faculty developer informs Academic Affairs that a course activation is being proposed.**

3. **The faculty developer develops a course outline within i-INCURR. This document must be submitted electronically via i-INCURR and directed to the appropriate dean/director for review. If a course requisite is proposed that is not part of the VCCS MCF, a Faculty Requisite Proposal form must also be completed. (Forms are located in *Proposal for Activating an Existing VCCS Course.)***

4. **The "lead dean" of the discipline reviews the online proposal. If approved, the dean completes the online approval.**

5. **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.

6. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Executive 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 that 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 Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for the approval/disapproval of course activations.

7. **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, OIS is notified for its entry. Academic Affairs then activates the course for scheduling purposes and notifies appropriate deans and their staff.**

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. **Faculty developer informs Academic Affairs that 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/director for review. If a course requisite is proposed, a Faculty Requisite Proposal form must also be completed. (Forms are located in *Proposal for Developing a General Usage Course.)*

3. **The "lead dean/director" 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, OIS is notified for its entry. Academic Affairs then activates the course for scheduling purposes and notifies appropriate deans and their staff. **If reviewed and 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.

7.0 Course Discontinuance

7.1   Definition of Course Discontinuance

Courses shall be deactivated in the VCCS Master Course File (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/directors 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 Associate Vice President for Academic Affairs (AVP) should first consult with the Executive Vice President and academic deans/directors 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 Executive Vice President's approval, course is removed from next printed Catalog by AVP.**

2. **Academic Affairs removes course from i-INCURR and deactivates the course within SIS to prevent future scheduling.**

3. **AVP presents discontinuance at next Curriculum Committee as an informational 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) <u>and</u> must lead to a specific vocation.

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[4]
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	October	November 14	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23, 2017	February	March 15	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	Summer 2019
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Summer 2019

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. E x c e p t   i n

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[4] 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.

extraordinary circumstances, career studies certificates should be linked to certificate 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 Master Course File* 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 Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for advancing new career studies certificate requests.

7. **Upon the Executive Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action**. The Executive 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. College awaits program code from VCCS.

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

9.0 Proposal for Modifying a Career Studies Certificate

9.1 Timeline

Agenda Item Proposals Due to AVP	Agenda Item Proposals Due to Committee Members	Curriculum Committee Meeting Dates (usually 3rd Thursday)	Earliest Implementation Semester[5]
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23 or February 16, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	March 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	Summer 2019

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

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[5] 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. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Executive Vice President.** 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. A l t h o u g h the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for the approval/disapproval of proposals.

6. **Upon the Executive Vice President'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, Information Center, Library, Registrar, Institutional Effectiveness, and Financial Aid.**

10.0 Career Studies Certificate Discontinuance

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 21, 2017	October	November 14	Spring 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	Summer 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	Summer 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	Fall 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Spring 2019

10.2 Process

When the need to discontinue a career studies certificate is identified, all applicable parties (i.e., Academic Affairs, academic dean(s)/director(s), faculty, provost(s), program advisory committee) must be engaged in the decision. If the decision is to proceed, the following steps should be taken.

1. **Academic dean/director requests list of active students in program from Institutional Effectiveness. Academic dean/director also requests enrollment and graduation data from previous 5-year period.**

2. **Academic dean/director, together with faculty, develops 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.)**

3. **Academic dean/director 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 request, discontinuance process continues.**

4. Academic dean/director 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. Associate Vice President for Academic Affairs (AVP) notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of <u>plans to discontinue program</u>.

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 and that currently enrolled students have taken).

8. If program has specialized accreditation, academic dean/director notifies agency of plans for discontinuance and ensures that requirements for notification are met, assuming program is officially discontinued.

9. Academic dean/director 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 Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive 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 Executive 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/director of official discontinuance status.

15. Academic dean/director notifies specialized accrediting agency, as necessary. Dean also notifies Program Advisory Committee of its official dissolvement, 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/director 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 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. **AVP notifies VCCS AS&R Staff.**

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.

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[6]	Earliest Implementation Semester[7]
1 month prior to meeting date	2 weeks prior to meeting date	September 21, 2017	October	November 14	January 18-19	Fall 2018
1 month prior to meeting date	2 weeks prior to meeting date	October 19 or November 16	December	January 23	March 21-22	Fall 2018
1 month prior to meeting date	2 weeks prior to meeting date	January 18, 2018	February	March 15	September	Fall 2019
1 month prior to meeting date	2 weeks prior to meeting date	February 15 or March 15	April	May 15	September	Fall 2019
1 month prior to meeting date	2 weeks prior to meeting date	April 19 or June 21	August	September	November	Fall 2019

11.3 Process

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[6] Original requests must be approved by the Chancellor and State Board for Community Colleges; additional colleges' requests need only be reported.

[7] 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.

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. Except 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/director responds to all items in the *Certficate Program Proposal Guidelines and Checklist* along with required and accompanying forms (i.e., V*CCS 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.

1. **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.**

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 program of study for review.

3. **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.**

4. **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.).**

5. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for the advancement of new program requests.

6. **Upon the Executive Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the requests and recommends**

Board action. The Executive Vice President and faculty/dean present the program of study for review.

7. **The College Board approves or denies the program request. If approved, it is documented on the VCCS 102 Form.**

8. **Upon Board approval, Academic Affairs submits <u>two signed, hard copies</u> of the complete final program proposal for review by VCCS Staff and submits <u>one electronic copy</u> to the VCCS Director of Educational Programs for filing and distribution to SCHEV, the State Board for Community Colleges, and the Chancellor.**

9. **<u>If warranted</u>, the Chancellor and the State Board for Community Colleges approve or deny the request.**

10. **VCCS Staff notifies the Executive Vice President of action taken by Chancellor and State Board, <u>if warranted</u>.**

11. **If approved by the Chancellor and State Board (as needed), VCCS Staff submits the proposed program to the State Council of Higher Education in Virginia (SCHEV) for notification only**.

12. **Academic Affairs identifies appropriate CIP code and reports this to VCCS.**

13. **Academic Affairs notifies the appropriate dean and the faculty developer(s) of approval status along with the new program code.**

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

12.0 Proposal for Modifying a Certificate

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[8]
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23 or February 16, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	March 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	, April 19 or June 21	Summer 2019

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 <u>unless</u> 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

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[8] 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 the Executive Vice President.** 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. A l t h o u g h the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for the approval/disapproval of proposals.

7. **Upon the Executive Vice President'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

13.1 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	VCCS Review and Chancellor Approval	Earliest Discontinuance Semester
1 month prior to meeting date	1 week prior to meeting date	September 21, 2017	October	November 14	January 18-19	Summer 2018
1 month prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	March 21-22	Summer 2018
1 month prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	September	Fall 2018
1 month prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	September	Spring 2019
1 month prior to meeting date	2 weeks prior to meeting date	April 19 or June 21	August	September	November	Spring 2019

13.2 Process

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

1. **Academic dean/director requests list of active students in program from Institutional Effectiveness. Academic dean/director also requests enrollment and graduation data from previous 5-year period.**

2. **Academic dean/director, in collaboration with faculty, develops 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.)**

3. **Academic dean/director 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.**

4. **Academic dean/director completes the *Proposal for Discontinuing a Certificate* 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. **Associate Vice President for Academic Affairs (AVP) notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of <u>plans to discontinue program</u>.**

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/director notifies agency of plans for discontinuance and ensures that requirements for notification are met, assuming program is officially discontinued.**

9. **Academic dean/director 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 Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive 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 Executive 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 through completion and submission of the _VCCS Request for Discontinuance of a Certificate or Diploma Program_ form. 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 Chancellor and SACSCOC, AVP notifies counselors, VA, Central Financial Aid, the Information Center, Institutional Effectiveness, AVP for Interactive Communications, and academic dean/director of official discontinuance status.**

15. **Academic dean/director notifies specialized accrediting agency, as necessary. Dean also notifies Program Advisory Committee of its official dissolvement, 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/director 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 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. **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.

14.2 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
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	October	November 14	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23, 2016	February	March 15	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	Summer 2019
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Summer 2019

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 Executive 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. A l t h o u g h the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for the advancement of requests.

6. **Upon the Executive Vice President's approval, the College Board's Curriculum & Student Development Committee reviews the request and recommends Board action**. The Executive 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 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. **AVP notifies AS&R staff.**

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 21, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23 or February 16, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	March 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	Summer 2019

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 <u>unless</u> 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 Executive Vice President.** 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 Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for the advancement of proposals.

6. **Upon the Executive Vice President'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

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 21, 2017	October	November 14	Spring 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	Summer 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	Summer 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	Fall 2018
1.5 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Spring 2019

16.2 Process

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

1. **Academic dean/director requests list of active students in specialization from Institutional Effectiveness. Academic dean/director also requests enrollment and graduation data from previous 5-year period.**

2. **Academic dean/director develops 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 SACS.)**

3. **Academic dean/director presents discontinuance request along with relevant data and teach out plan to Program Advisory Committee (for Career and Technical specializations only). If committee is in agreement with request, discontinuance process continues.**

4. **Academic dean/director 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. **Associate Vice President for Academic Affairs (AVP) notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of <u>plans to discontinue the specialization</u>.**

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 program has specialized accreditation, academic dean/director notifies agency of plans for discontinuance and ensures that requirements for notification are met, assuming specialization is officially discontinued.**

9. **Academic dean/director presents discontinuance proposal to Curriculum Committee, outlining reasons for discontinuance along with relevant data and teach out plan (if necessary). (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 <u>SACS</u>.)**

10. **Curriculum Committee reviews the request and recommends approval/disapproval by the Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive 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 Executive 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, Registrar, Institutional Effectiveness, AVP for Interactive Communications, and academic dean/director of official discontinuance status.**

15. **Academic dean/director 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. **Academic dean/director 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 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. **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. State Council of Higher Education in Virginia (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.

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	State Council of Higher Education Approval	Earliest Implementation Semester[9]
1 month prior to meeting date	1 week prior to meeting date	September 15, 2016	October	November 14	January 18-19	6 or more months prior to implementation	Fall 2018
1 month prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	March 21-22	6 or more months prior to implementation	Fall 2018
1 month prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	September	6 or more months prior to implementation	Fall 2019
1 month prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	September	6 or more months prior to implementation	Fall 2019
1 month prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	November	6 or more months prior to implementation	Fall 2019

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[9] Implementation may take longer if SACSCOC must review/approve and a prospectus is required.

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.

2. **The faculty developer in collaboration with an appropriate academic dean/director responds to all items in the *Degree Program Proposal Guidelines and Checklist* along with required and accompanying forms (i.e., V*CCS 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.

3. **A Program Advisory Committee is formed to review the request and recommends referral to Academic Affairs (for Career and Technical programs only).**

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 program of study for review.

5. **Academic Affairs contacts Institutional Effectiveness so that contact with SACSCOC can be made and to begin discussions about the required prospectus.**

6. **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.).**

7. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Executive 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. A l t h o u g h the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for advancing of new program requests.

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

9. **The College Board approves or denies the program request.**

10. **Upon Board approval, VP develops cover letter that contains the following information: institution's commitment to proposed program (in terms of faculty, financial, and physical resources); how proposed program will fit with the institution's mission and strategic plan; and, describes funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it, including certificates or degrees proposed for closure or consolidation. NOTE: If program will be offered jointly or in collaboration with one of more additional institutions, CAO of collaborating institution(s) should also submit a letter of support and explanation.**

11. **Academic Affairs submits <u>two signed, hard copies</u> of the complete final program proposal for review by VCCS Staff and submits <u>one electronic copy</u> to the VCCS Director of Educational Programs for filing and distribution to SCHEV, the State Board for Community Colleges, and the Chancellor. Academic Affairs also prepares letter from CAO and completes SCHEV Certification Statements (D1-D3).**

12. **The Chancellor and State Board for Community Colleges approve or deny the request.**

 12. **Assuming the State Board and Chancellor approve, VCCS submits proposal to SCHEV. 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.

 13. **College receives notice from SACSCOC regarding new program. Assuming request is approved, 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 <u>Catalog (if deadline is met) and notifies OIS for entry in SIS and the admission application</u>. Counselors, Registrar, Library, Information Center, Institutional Effectiveness, and Financial Aid are also notified.**

18.0 Proposal for Modifying a Degree Program

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[10]
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23 or February 16, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	March 16, April 19 or June 21	Summer 2019

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.

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, for notification or approval.**

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[10] 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.

6. **The Curriculum Committee reviews the request and recommends approval/disapproval by the Executive Vice President.** 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. A l t h o u g h   the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for advancing proposals.

7. **Upon the Executive Vice President's approval, Academic Affairs notifies the appropriate dean and faculty developer.**

9. **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.**

19.0 Degree Program Discontinuance

19.1 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	State Board Meeting Dates and Chancellor Review	Earliest Official Discontinuance Semester
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	October	November 14	January 27-28	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	March 21-22	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	September	Spring 2018
3 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	September	Spring 2018
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	November	Spring 2018

19.2 Process

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

1. **Academic dean/director requests list of active students in program from Institutional Effectiveness. Academic dean/director also requests enrollment and graduation data from previous 5-year period.**

2. **Academic dean/director develops 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 SACS.)**

3. **Academic dean/director 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.**

4. Academic dean/director 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. Associate Vice President for Academic Affairs (AVP) notifies counselors, VA, the College Registrar, Central Financial Aid, the Information Center, Institutional Effectiveness, and AVP for Interactive Communications of <u>plans to discontinue program</u>.

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 program has specialized accreditation, academic dean/director notifies agency of plans for discontinuance and ensures that requirements for notification are met, assuming program is officially discontinued.

9. Academic dean/director 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 Executive 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 Executive Vice President reviews the Committee's recommendation, the Executive 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 Executive 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 and submits the required SCHEV form (see #4) to VCCS. 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 Chancellor and State Board, AVP notifies counselors, VA, Central Financial Aid, the Information Center, Institutional Effectiveness, AVP for Interactive Communications, and academic dean/director of official discontinuance status.** VCCS submits required SCHEV form to SCHEV for notification purposes.

15. **Academic dean/director notifies specialized accrediting agency, as necessary. Dean also notifies Program Advisory Committee of its official dissolvement, 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/director 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. **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 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. **SCHEV and SACSCOC are notified.**

20.0 Proposal for Program Name Change

20.1 Timeline

The timeline for proposed program name 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 Executive Vice President. Regardless, approved name changes are made effective only during summer terms since the college's academic calendar runs from summer term to spring semester.

20.11 Timeline for Specialization and Career Studies Certificate Name Changes

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 21, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 23 or February 16, 2017	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	March 16, April 19 or June 21	Summer 2019

20.12 Timeline for Certificate Name Changes

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
3 weeks prior to meeting date	1 week prior to meeting date	September 21, 2017	October	November 14	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	Summer 2018
3 weeks prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	Summer 2019

20.13 Timeline for Degree Name 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 21, 2017	October	November 14	January 18-19	Summer 2018
1 month prior to meeting date	1 week prior to meeting date	October 19 or November 16	December	January 23	March 21-22	Summer 2018
1 month prior to meeting date	1 week prior to meeting date	January 18, 2018	February	March 15	September	Summer 2018
1 month prior to meeting date	1 week prior to meeting date	February 15 or March 15	April	May 15	September (tentative)	Summer 2018
1 month prior to meeting date	1 week prior to meeting date	April 19 or June 21	August	September	TBA	Summer 2019

20.2 Process

When the need to change a program name is identified, all applicable parties (i.e., Academic Affairs, academic deans(s)/director(s), faculty, provost, curriculum advisory committee)

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 rationale for the proposed name change and provides background information.** Include in the rationale evidence of program advisory committee's support of the planned program name change and the date of its subsequent recommended approval. Include any additional relevant information, such as how the name change will impact the program's marketability and recognition and how/if it will impact current students. Include in the request justification for the change of title as well as a list of institutions with similar programs and titles. Attach a copy of the curriculum (or proposed new curriculum).

2. **The Curriculum Committee reviews the request and recommends approval/disapproval to the Executive Vice President.** The faculty developer and appropriate dean/director should present the proposal to the Curriculum Committee for review. The faculty developer and dean/director 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/director and faculty developer at the meeting. The appropriate dean/director and faculty developer have the option of revising or abandoning the request. A l t h o u g h   the Executive Vice President reviews the Committee's recommendation, the Executive Vice President has college-level authority for advancing program name changes.

3. **Requests for name changes of specializations and career studies certificates may receive final approval by the VP.**

   Requests for name changes of certificates must be presented by the VP to the College Board. A rationale should accompany the request. If approved by the College Board, the VP or designee notifies Academic Affairs at the VCCS.

   Requests for name changes of degree 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 memo is directed to Academic Affairs at the VCCS along with a completed *SCHEV Format for Revising Academic Program form.*

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

5. **Academic Affairs notifies VCCS and requests new plan number if needed.**

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

21.0 Related Academic Affairs Policy, Plans, Procedures

21.1 Purpose

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.

21.2 Credit Course Requisites: Policy No. 2103

TCC shall enforce applicable Virginia Community College System (VCCS) course requisites as identified in the Master Course File (MCF). For cases in which there are no or insufficient MCF requisites or TCC does not offer the identified MCF requisites, full-time teaching faculty at TCC shall propose requisites for those courses in which prior or simultaneous skills and knowledge are required for student success.

In disciplines where no full-time teaching faculty exist, academic deans shall propose course requisites. All students enrolling in credit courses shall be required to comply with requisites except when exceptions are approved according to the procedures as specified. (This policy is consistent with *VCCS Policy Manual* Sections 5.2, 5.3, and Table 5.1.)

21.3 Substantive Change: Policy No. 2104

The Executive Vice President for Academic and Student Affairs, in consultation with the campus provosts and the college's SACSCOC Liaison, shall be responsible for monitoring compliance with procedures that are consistent with this policy and that comply with applicable policies and procedures of SACSCOC. The SACSCOC Liaison shall be responsible for ensuring that procedures for reporting substantive change comply with the requirements set forth in the Substantive Change for Accredited Institutions of the Commission on Colleges Policy Statement.

21.4 Academic Standards: Policy No. 2105

Faculty shall ensure that curricula adhere to the college's academic standards and complies with the Virginia Community College System (VCCS) Policy Manual Sections 2.04, 5.0.2 and 5.1, the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation: Foundations for Quality Enhancement, Comprehensive Standard 3.5.1, and the State Council of Higher Education for Virginia (SCHEV), Virginia Public Higher Education Policy on the Assessment of Student Learning.

This policy applies to all teaching faculty at Tidewater Community College

21.5 General Education Assessment Plan

In 2006, the State Board for Community College, the governing body of the Virginia Community College System, approved in policy seven general education competency areas to include: Communication (oral and written), Information Literacy, Critical Thinking, Cultural and Social Understanding, Personal Development, Quantitative Reasoning, and Scientific Reasoning. General Education competencies apply to all graduates in both transfer and career and technical degree programs. Further, and per Virginia Community College System Policy 5.0.2.0, "general education is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons...unbounded by disciplines and it honors the connections among bodies of knowledge." Tidewater Community College is committed to helping students develop in one or more general education competencies for each course offered. More information about the college's general education assessment program, to include the General Education Assessment Plan, is online at http://www.tcc.edu/academics/assessment/index.html.

21.6 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
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 are in need of 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) <u>and</u> 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, or 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 of these courses are continuing to satisfy required core competencies and transfer suitability.