



***CURRICULUM DEVELOPMENT AND CHANGE
POLICIES AND PROCEDURES MANUAL***

OFFICE OF UNDERGRADUATE STUDIES

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INTRODUCTION

The purpose of the *Curriculum Development and Change Policies and Procedures Manual* is to provide information and guidance on matters related to the development, revision, and discontinuation of curriculum. It is intended for use by faculty, department/school chairs, deans, and other academic administrators who are involved in the development and approval of new and revised curriculum.

Like its predecessors, the fifth edition contains sections on the program and course related actions as well as other curricular components such as concentrations, minors, clusters, and certificates. The individual sections outline the required actions in order to accomplish the various types of curriculum changes.

The *Manual's* appendices include the relevant Old Dominion University, SCHEV, and SACS/COC policies and procedures that govern new academic programs and other curricular changes.

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Interim Vice Provost for Undergraduate Studies
June 2007

PROGRAM-RELATED ACTIONS

NEW AND SPIN-OFF DEGREE PROGRAM PROPOSALS

The following describes the process for developing a proposal for a new and spin-off degree program and the internal and external steps for approval. They are complex processes that involve extensive review of a detailed program proposal. A new program is one that includes curriculum currently not offered by the institution. A spin-off program expands curriculum offered as part of an existing program or a minor into a stand-alone program. Internally, proposals must be approved at all levels including the Board of Visitors. Externally, the State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) must approve a new degree program.

A. Program Proposal Development Part I (Informal)

1. Normally, a program concept originates at the department/school level, usually generated by an individual faculty member or a small group of faculty, who are considered the program developer(s).
2. The program concept, which must be developed into a brief written preliminary proposal that describes the program and provides a rationale for it, is discussed by the program developer(s) with the department/school chair and college dean to determine whether there is any support from these administrators for developing the new program proposal further and adequate resources for implementation.
 - a. Proposals for a new program should be included in department/school and college planning and operating budget proposals.
3. If a positive response is received at the department/school and the college level, the program concept shall be presented to the Vice Provost for Undergraduate Studies (VPUS).
 - a. The purpose of the presentation by the program developer(s) is for the VPUS to develop an understanding of the program being proposed, critique the proposal, determine whether it fits within the scope of the University's mission, goals, and strategic plan, define any unique characteristics, identify any similar programs at other Virginia institutions, explore alternative ways of implementing the curriculum, and test the program idea in terms of student/employer demand and resource implications.
 - b. The VPUS' responsibilities include reviewing the preliminary proposal and making a recommendation to the Provost on whether a full program proposal should be approved for development.

4. The VPUS informs the Provost about the program idea that has been presented and makes a recommendation on its viability and whether it should advance to the program proposal stage. The discussion with the Provost also includes determining whether there may be alternative approaches to offer the curriculum, resource implications, and whether there are concerns about moving to the next stage, which is the drafting of a full program proposal according to SCHEV guidelines.

- a. The Provost should also consult with the college dean and the President about the viability of the program concept and their view of the need for the program.
- b. There may also be some informal consultation with SCHEV staff members about any potential issues related to the program concept.

5. If the Provost approves the development of a full program proposal, the VPUS will work directly with the program developer(s), and coordinate the formal proposal development process described below.

B. Program Proposal Development Part II (Formal)

1. Following the approval of the new program proposal concept by the Provost, the VPUS will work directly with the program developer(s) on drafting the formal program proposal, the internal review process, submission to SCHEV and SACS/COC, and implementation. In addition to oversight and coordination, the VPUS will be responsible for the following actions to start the second part of the program proposal development and approval process.

- a. Thoroughly briefing the program developer(s) from the department/school and/or college on SCHEV's *State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions* (see Appendix 1)
- b. Providing the program developer(s) with a copy of a recently submitted program proposal for use as a model.
- c. Creating a program proposal development timetable that identifies the major steps in the process and deadlines for their completion. (See Appendix 5 for example)
- d. Coordinating a meeting with and requesting the Assistant Vice President of Institutional Research and Assessment (AVPIRA) to prepare data on the enrollment and degree productivity of similar programs offered by other institutions in Virginia and enrollment projection data.
- e. Coordinating a meeting between the program developers and the University Librarian to determine the adequacy of current library holdings to support the proposed need to purchase additional materials.
- f. Coordinating a meeting with the Vice Provost for Distance Learning (VPDL) if the program proposal is intended for delivery utilizing the University's distance learning network or other methodologies.

2. The program developer(s) will draft the proposal according to SCHEV format guidelines and requirements (see Appendix 1). During this time they will work closely with the VPUS and AVPIRA. This part of the process usually involves the review of one or more drafts of the proposal.

The program developer(s) must also address the items listed below as part of the proposal development process.

- a. All program proposals must include a resources needs section to be prepared following the SCHEV format (see Appendix 1). The program developer(s) should consult with their department/school chair and dean about resources required for program implementation. They may also want to consult with the Associate Vice President for Academic Affairs on budgetary and financial questions.
- b. Resource needs should be included in annual operating or biennial budget requests from the department/school and college for the appropriate fiscal year.

3. When the VPUS is satisfied that the draft program proposal is complete, a copy is provided to the Provost for review. Revisions will be made to the draft proposal as necessary, and the proposal is submitted through the review and approval processes described below.

C. Internal Program Proposal Review and Approval

1. The faculty of the originating department/school or its designated committee shall review the completed program proposal and make a recommendation on its approval to the department/school chair.

- a. Proposals for interdisciplinary programs must be reviewed and a recommendation made by all departments/schools and colleges involved.

2. The department/school chair reviews the proposal and makes a recommendation on approval to the college dean.

3. The college dean submits the program proposal to the appropriate college committee, usually an undergraduate curriculum committee, for review and recommendation on approval to the college dean.

4. The college dean reviews the proposal, taking into consideration the recommendations of the department/school faculty, department/school chair, and college committee, and makes a recommendation to the Provost.

- a. The college dean will assure that the resource requirements identified in the program proposal are justified and outline a plan to address them, including operating budget requests or biennial budget initiatives if necessary.

5. The Provost transmits the program proposal to the Chair of the Faculty Senate for review and recommendation by the appropriate standing committee.

- a. Undergraduate programs are assigned to the Faculty Senate's Committee A (Undergraduate Curriculum and Programs).
- b. The Committee review may include meetings with the program developer(s), department/school chair, and dean, as needed, to discuss the proposal and any concerns that may arise.

- c. The Committee submits a recommendation on the program proposal to the Faculty Senate for review.
6. The Faculty Senate debates the Committee's recommendation and approves its own recommendation on the program proposal that is submitted to the President.
7. The President refers the Faculty Senate's recommendation on the program proposal to the Provost for review and recommendation.
8. The Provost reviews the program proposal and prior recommendations, at times involving the Provost's Council and the Senior Academic Affairs Staff, in particular the VPUS, and makes a recommendation on implementation to the President.
9. Assuming that the President approves the program proposal, it is submitted to the Board of Visitors Academic and Research Advancement Committee for review and recommendation to the full Board.
10. The Academic and Research Advancement Committee reviews the program proposal and makes a recommendation to the Board of Visitors.
11. The Board of Visitors reviews the Committee's recommendation and takes a formal action on the approval of the program proposal.
12. Following the Board's approval, the program developer(s) will prepare one electronic and two hard copies of the final program proposal for submission to SCHEV for external review, following the procedures outlined in section D which follows.
13. The program developer(s) must also prepare a draft letter for the Provost that will accompany the program proposal. The letter must describe the institution's commitment to the program, explain how it will fit into the University's strategic plan, and describe funding plans including reallocation or other resource actions.

D. External Program Review and Approval: SCHEV

1. Following approval by the Board of Visitors, the final program proposal and any other necessary documentation are submitted to SCHEV for review by its staff (see Appendix 1 for submission requirements).
2. SCHEV staff reviews the program proposal, communicating with the VPUS and/or Provost on items needing clarification and/or additional information, and submits its recommendation on approval to SCHEV's Academic Planning Committee for inclusion on the agenda of an upcoming meeting.
 - a. The usual channel for communicating with SCHEV staff during this step in the process is through the VPUS.
 - b. SCHEV staff notifies other state institutions about the new program proposal to determine if there are any objections or concerns related to possible duplication.
3. The SCHEV Academic Affairs Committee reviews the program proposal and makes a recommendation to SCHEV for approval.
 - a. The program developer(s), college dean, and the VPUS will attend the Committee meeting to represent the program proposal and respond to questions from the Committee.
 - b. Based on its review, the Committee and/or SCHEV may add stipulations to the program's approval.
4. SCHEV formally notifies the University of its action on the program proposal. A copy of the notification is provided to the appropriate college dean(s), department/school chair(s), and program developer(s).

E. External Program Approval: SACS/COC

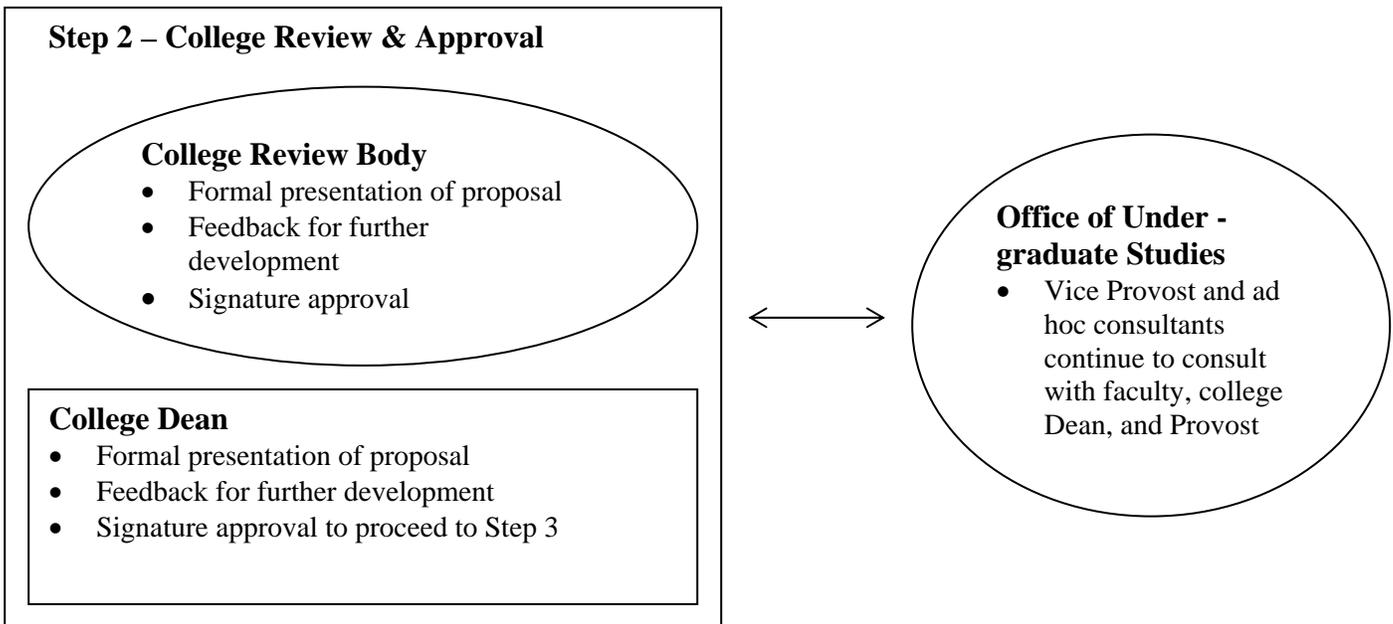
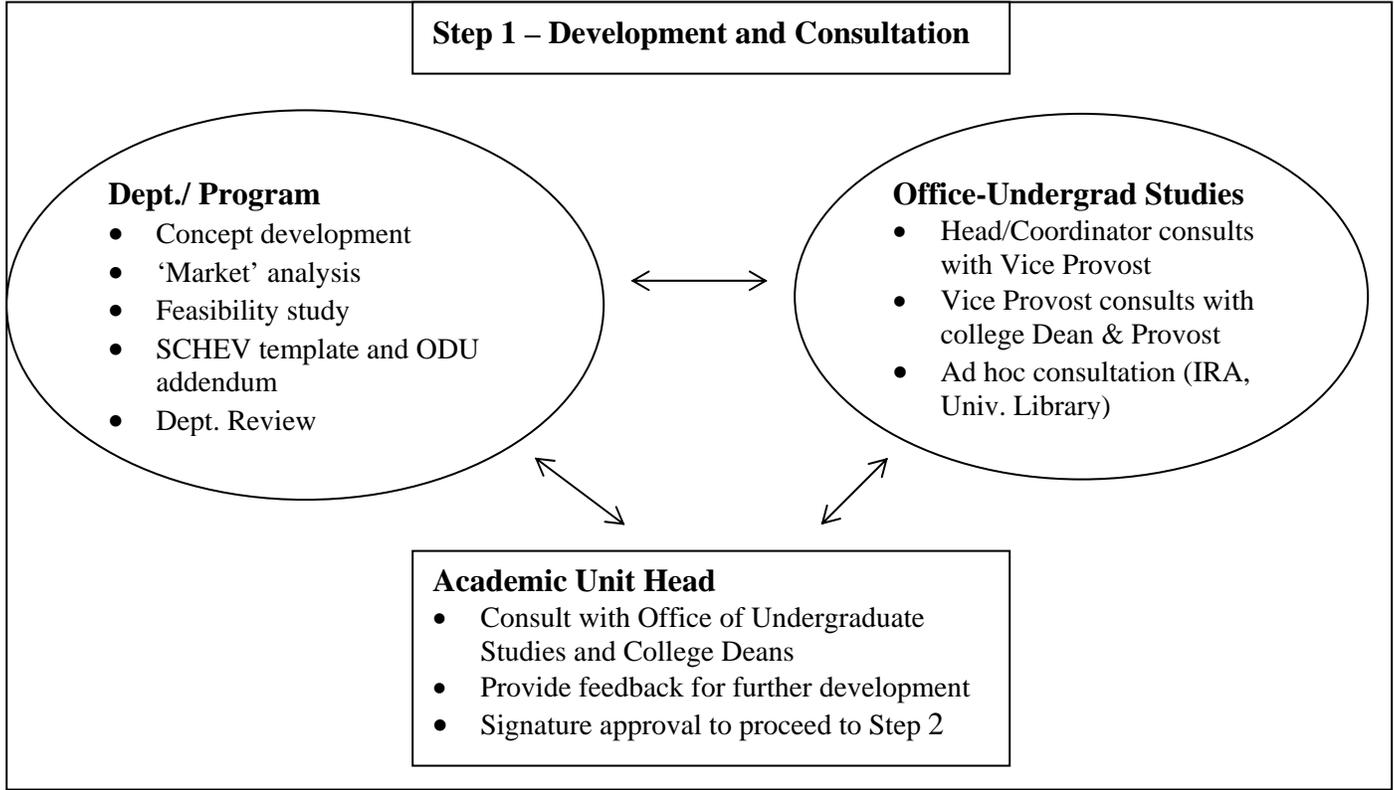
1. The President or designee, usually the Accreditation Liaison, must notify the SACS/COC President about the new degree program at least six months prior to the planned implementation date (see Appendix 2, Substantive Change Policy for Accredited Institutions of the Commission on Colleges, Procedure One).
 - a. Copies of the same documentation submitted to SCHEV and their approval letter are submitted to SACS/COC along with the letter of notification.
2. SACS/COC determines whether a prospectus, which is a document that more fully describes the new degree program, is necessary and notifies the University accordingly. This could be required if the program is intended for distance learning applications.

- a. If a prospectus is required, it is prepared by the program developer(s), working with the VPUS and submitted not later than three months prior to the program's scheduled implementation date. Other University offices may also be involved in the development of a prospectus, such as Distance Learning, depending on the nature and scope of the program.
3. SACS/COC reviews the program materials and/or prospectus and notifies the University about its decision to approve the program.

F. Implementation

1. The University receives notification of SCHEV and SACS/COC approvals and addresses any stipulations.
2. Internal preparations for program implementation begin, such as a student recruitment plan, budget request if necessary; course scheduling, faculty assignment or recruitment, and preparation of material describing the new program to include in the undergraduate *Catalog* and possibly a brochure.
3. Assuming that no problems arise prior to the scheduled implementation date, the program is initiated.

**PROCESS OF THE REVIEW:
STEP-BY-STEP FLOW CHART**



Step 3 – Provost Sends to Faculty Senate

Allows for presentation of proposal to Senate Committee A and then to Faculty Senate for constructive feedback and recommendation.

Step 3a – *Vice Provost sends draft proposal to SCHEV for informal review and constructive feedback.*



Step 4 – Provost’s Council

Academic Deans review proposals to allow input from and provide information to the University community while resolving any conflicts that may arise.

- Reviews proposal
- Approval to proceed to Step 5



Step 5 – Provost’s Office

Provost and Vice Provost review proposal’s content resource needs, informal feedback from SCHEV, and makes final recommendation to the President, and if approved, to the Board of Visitors.

- Reviews proposal
- Signature approval to proceed to Step 6



Step 6 – Board of Visitors

Reviews proposal for consistency with University mission and service to the citizens of the Commonwealth of Virginia.

- Formal presentation of proposal
- Signature approval to proceed to Step 7



Step 7 – State Council of Higher Education for Virginia

Reviews proposal relative to offerings at other public institutions. Provides final level of approval and monitors success of program after approval.

- Formal presentation of proposal
- Signature approval to implement program
- CIP code assigned

DEGREE PROGRAM MODIFICATION

The following describes the process for making changes to a currently approved degree program. Such revisions most often include a change in the program title, degree designation e.g., BA to BS, or the CIP (Classification of Instructional Programs) code number. This process is used by SCHEV to make relatively minor revisions to existing programs for the purpose of updating them but not making substantial changes. SCHEV must approve requests for program revisions using the procedures, format, and guidelines contained in Appendix 1 for review and approval.

1. The proposed program revision should be discussed with the department/school chair, college dean, and the Vice Provost for Undergraduate Studies (VPUS) prior to the development of a formal proposal that details the changes.
2. If the program revision is acceptable, a proposal, which describes and justifies the revision(s), must be prepared for internal review and approval. It must follow the SCHEV format and will include the items listed below:
 - A description of the change being proposed
 - The rationale for the change
 - Identification of any changes in the program's plan to assess student learning and performance

If the proposed revision involves more than a change in the degree designation or program title, the proposal must also provide details about the following items:

- The new curriculum
 - How current students will transfer into the revised program
 - Any effect the changes may have on the program's specialized accreditation
3. The VPUS will work closely with the individual who has been designated to develop the proposal.
 4. The proposal is reviewed by the department/school undergraduate curriculum committee and a recommendation forwarded to the department/school chair for review.
 5. The department/school chair reviews the proposal, makes a recommendation on the implementation of the proposed program revision, and submits the proposal to the college undergraduate curriculum committee for review.
 6. The college curriculum committee reviews the proposal and makes a recommendation to the college dean.
 7. The college dean reviews the proposal and submits a recommendation on the proposed change to the Provost.

8. The Provost consults with the President, VPUS and other administrators or faculty, as appropriate, reviews the proposal, and makes a decision on the implementation of the proposed program revision.
9. The approved proposal for program revision is submitted to SCHEV for review and approval.
10. If SCHEV approves the proposal, it will be implemented during the term and year indicated in the proposal. Information about the revised program will be included in the next *Catalog* published by the University.
11. Depending on the nature and scope of the program revision, it may be necessary to inform SACS/COC of the change(s) in accordance with the provisions of the *Substantive Change Policy for Accredited Institutions of the Commission* (see Appendix 2) and submit a prospectus, if requested.

PROGRAM MERGER

The following section describes the process for merging two or more existing academic degree programs into a single program. The process is essentially the same as the one used for the development and approval of a new degree program. The format for the proposal requires less information and is less complex than the one prepared for a new program. A copy of the SCHEV format for merging academic programs is included in Appendix 1.

A. Proposal Development I (Informal)

1. The proposal to merge programs is discussed first with the department/school chair and college dean to determine whether there is any interest in or support from these administrators in initiating a process to develop the proposal further.
 - a. The program merger should be identified in department/school and college planning.
2. If a positive response is received at the department/school and college levels, the proposed merger is presented to the Vice Provost for Undergraduate Studies (VPUS).
 - a. The purpose of the presentation is for the VPUS to develop an understanding of the program being proposed, critique the proposal, determine whether it fits within the scope of the University's mission, goals, and strategic plan, define any unique characteristics, identify any similar programs at other Virginia institutions, explore alternative ways of implementing the curriculum, and test the program idea in terms of student/employer demand and resource implications.
 - b. The VPUS provides a review of SCHEV's policies and procedures for program merger.
3. The VPUS' responsibilities include reviewing the merger concept, making a recommendation to the Provost on implementation, working directly with the proposal developer(s) if the concept is approved, and coordinating the process through all of the stages from initial presentation through drafting the formal program proposal, the internal review process, submission to SCHEV, and implementation.
4. The VPUS will request the Assistant Vice President of Institutional Research and Assessment (AVPIRA) to prepare data on the enrollment and degree productivity of programs proposed for merger and similar programs offered by other institutions in Virginia and preliminary enrollment projection data.

5. The VPUS informs the Provost about the program merger proposal and makes a recommendation on its viability and whether a formal merger proposal should be prepared for review. The discussion with the Provost also includes determining whether there may be alternative approaches to offer the curriculum, resource implications, and whether there are concerns about moving to the next stage, which is the drafting of a formal proposal according to SCHEV guidelines.

- a. The Provost should consult with the college dean and the President about the viability of the program merger proposal.
- b. There should also be some informal consultation with SCHEV staff members about any potential issues related to the program merger.

B. Proposal Development II (Formal)

1. Assuming that the Provost supports the further development of the program merger into a formal proposal for internal review, the VPUS meets with the program developer(s) to thoroughly brief them on the SCHEV and SACS/COC policies, procedures, and requirements for the program merger proposal, the steps in the University review and approval process, a tentative timetable for the process, including a tentative date for submission to SCHEV, and the role of the AVPIRA in developing the enrollment projection data for the program merger proposal. Copies of the SCHEV and SACS/COC policies and procedures as well as a copy of a recently submitted program merger proposal will be provided to the developer(s).

2. The program developer(s) draft the proposal according to SCHEV guidelines. During this time they work closely with the VPUS and the AVPIRA. This part of the process usually involves the review of one or more drafts.

- a. The program merger proposal must include a section on resource implications. This section should address questions such as resource needs, potential savings, and reallocation.

3. When the VPUS is satisfied that the draft program merger proposal is complete, a copy is provided to the Provost for review and comment. Revisions are made to the draft proposal as necessary.

C. Internal Proposal Review and Approval

1. The complete program merger proposal is reviewed by the faculty of the originating department/school(s) or its designated committee(s) and a recommendation on its approval is made to the department/school chair(s).

2. The department/school chair reviews the proposal and makes a recommendation to the college dean.

3. The college dean submits the proposal to the appropriate committee of the college faculty governance structure, usually a curriculum committee, for review and recommendation to the college dean, through its usual process.
4. The college dean reviews the proposal, taking into consideration the recommendations of the department/school faculty, department/school chair, and college committee, and makes a recommendation to the Provost.
 - a. The college dean will assure that the resource requirements for the program merger are identified and justified in the department/school budget proposal and included in the college proposal.
5. The Provost transmits the program merger proposal to the Chair of the Faculty Senate for review and recommendation by the appropriate committee.
 - a. Undergraduate programs are assigned to the Faculty Senate's Committee A (Undergraduate Curriculum and Programs).
 - b. The Committee review includes meetings with the proposal developer(s), department/school chair, and dean to discuss the proposal and any concerns that may arise.
 - c. The Committee submits its recommendation on the program merger proposal to the Faculty Senate for review.
6. The Faculty Senate reviews the Committee recommendation and makes a recommendation on the program merger proposal that is submitted to the President.
7. The President refers the Faculty Senate's recommendation on the program merger proposal to the Provost for review and recommendation.
8. The Provost reviews the program merger proposal and prior recommendations, at times involving the Provost's Council and the Senior Academic Affairs Staff, in particular the VPUS, and makes a recommendation to the President.
9. If the President receives positive recommendations and approves the program merger proposal, it is submitted to the Board of Visitors' Academic and Research Advancement Committee for review and recommendation to the full Board.
10. The Academic and Research Advancement Committee reviews the program merger proposal and makes a recommendation to the Board of Visitors.

11. The Board of Visitors reviews the Committee's recommendations and takes action on the approval of the program merger proposal.

12. Following the Board's approval, the required electronic and hard copies of the final program proposal are prepared by the program developer(s) for submission to SCHEV.

D. External Review and Approval: SCHEV

1. Following approval by the Board of Visitors, the program merger proposal and any necessary documentation are submitted to SCHEV for review by its staff.

2. SCHEV staff reviews the program proposal, communicating with the VPUS and/or Provost on items needing clarification and/or additional information, and submits its recommendation on approval to the Council of Higher Education's Planning Committee for inclusion on the agenda of an upcoming meeting.

a. The usual channel for communicating with SCHEV staff during this part of the process is through the VPUS.

3. The SCHEV Academic Affairs Committee reviews the program merger proposal and makes a recommendation to SCHEV for approval.

a. The program developer(s), college dean, and the VPUS will attend the Committee meeting to represent the program proposal and respond to questions from the Committee.

b. Based on its review, the Committee and/or SCHEV may add stipulations to the program's approval.

4. SCHEV formally notifies the University of its action on the program merger proposal. A copy of the notification is provided to the appropriate college dean(s), department/school chair(s), and proposal developer(s).

E. External Review and Approval: SACS/COC

1. The President or designee, usually the Accreditation Liaison, must notify the SACS/COC Executive Director about the merged degree program at least three months prior to the planned implementation date (see Appendix 2 for a copy of *Substantive Change Policy*).

a. Copies of the same documentation submitted to SCHEV and its response are submitted to SACS/COC.

2. SACS/COC determines whether a prospectus, which is a document that more fully describes the new degree program merger, is necessary and notifies the University accordingly.

- a. If a prospectus is required, it is prepared by the program merger proposal developer(s), working with the VPUS, and submitted not later than three months prior to the program merger's scheduled implementation date.
3. SACS/COC reviews the program materials and/or prospectus and notifies the University about its decision to approve the program.

F. Implementation

1. The University receives notification of SCHEV and SACS/COC approval and addresses any stipulations.
2. Internal preparations for the program merger implementation begin, such as a student recruitment plan, budget request if necessary, course scheduling, faculty assignment or recruitment, and preparation of material describing the merged program for the *Catalog* and a brochure.
3. Assuming that no problems arise prior to the scheduled implementation date, the merged program is initiated.

PROGRAM DISCONTINUATION OR CURTAILMENT

There are University and SCHEV policies and procedures that must be followed for the discontinuation or curtailment of a currently authorized academic degree program. Discontinuation is defined as the elimination of a program. Curtailment means a significant reduction in the scope of the program. Copies of the SCHEV policies and procedures are located in Appendix 1 and the Old Dominion University policy in Appendix 4. In addition, Appendix 3 should be referenced for SCHEV's policies on Program Productivity and Viability. Programs will be periodically reviewed to determine if they meet SCHEV's guidelines for productivity and viability. The following outlines the steps that must be taken to discontinue or curtail an approved degree program.

A. Recommendation for Initiation of Program Discontinuation or Curtailment

1. The head of the unit housing the program (director, department/school chair, dean, or Provost) initiates the action for either discontinuation or curtailment.

a. The written discontinuation or curtailment recommendation must include:

- The specific facts precipitating the need for program discontinuation or curtailment;
- A description of the proposed change and its rationale;
- A preliminary analysis of financial impact;
- A projection of the possible impact on affected faculty, staff, and students;
- A revised human resource plan; and
- A timetable for implementation.

b. The recommendation for program discontinuation or curtailment must be approved by the Provost, if the Provost is not the initiator. (If the Provost is the initiator, then the discontinuation or curtailment action must be approved by the President.)

c. The recommendation for program discontinuation or curtailment must be sent to the dean(s) responsible for it and the department/school that offers the program.

d. The initiator of the recommendation for program discontinuation or curtailment shall consult with the administrators and faculty responsible for the affected program.

B. Internal Review and Approval of Program Proposed for Discontinuation or Curtailment

1. Within 45 days of receiving the recommendation for program discontinuation or curtailment, the dean, department/school chair, and college governance organization will conduct a review of the program. This review may be either separate or joint and includes, but is not limited to, the following criteria.

- a. Relevancy and relationship of the program to the mission and objectives of the college and University.
- b. Overall quality of the program, presently and potentially.
- c. Cost and revenues associated with the program.
- d. Student enrollment/productivity.
- e. Current and projected relationship to other programs.
- f. Distinctive and unique features of the program concept, design, or implementation.
- g. Impact on women and minorities.
- h. Implications with respect to research.
- i. Impact on student needs.
- j. Placement and employment opportunities for students.
- k. Alternatives to discontinuation or curtailment of the program.

2. The Provost notifies the Chair of the Faculty Senate and President of the Student Senate that they will be receiving materials concerning the recommendation for program discontinuation or curtailment. This notification must occur at least 15 days before the end of the 45-day review period described above, i.e., not later than 30 days after the beginning of the review.

3. The program review, recommendations, and any other appropriate documentation will be forwarded to the Faculty and Student Senates and Provost for action.

4. Within 30 days of receiving the materials (recommendation and review) the Faculty and Student Senates shall send their recommendations to the Provost.

5. The Provost conducts an independent analysis of the initial recommendation for program discontinuation or curtailment, unless the Provost initiated it. (If the Provost is the initiator of the discontinuation or curtailment action, then the President will conduct the independent analysis.)

6. Within 15 days of receiving the recommendations from the Faculty and Student Senates, the Provost will review all of the materials (reviews, recommendations, and other appropriate

documentation) and make a recommendation on discontinuation or curtailment of the program to the President.

7. Within 15 days of receiving the Provost's recommendation, the President will review the recommendation, consult as appropriate, and decide whether the program should be discontinued or curtailed.

8. The President makes a recommendation on the proposed discontinuation or curtailment of the program to the Board of Visitors for action.

9. Upon completion of the Board's review and decision, the President will inform the University community about the decision.

C. External Approval (Discontinuation Only)

1. Upon the approval of the Board of Visitors of the recommendation to discontinue a degree program, a formal proposal, according to the SCHEV format contained in Appendix 1, will be prepared by the department/school, college, or other unit that initially submitted the recommendation.

2. If the proposed program closure is in a critical shortage area, question #9 on the SCHEV format must be addressed. Information on critical shortage areas is available at the Department of Education web site: <http://www.viriniagov/VDOE/newvdoe/teached.html>, the Virginia Employment Commission at: <http://www.vec.virginia.gov/vecportal/wia/commprofiles.cfm>, and the U. S. Bureau of Labor Statistics at: <http://www.bls.gov/emp/home.htm>.

3. The individual designated to develop the proposal will consult with the Vice Provost for Undergraduate Studies (VPUS).

4. The VPUS will work closely with the developer(s) in the preparation of the formal proposal.

5. The completed proposal will be submitted to SCHEV for staff review and approval by SCHEV.

6. SCHEV staff reviews the proposal and submits it with a recommendation to SCHEV's Academic Affairs Committee. The Committee's recommendation is submitted to SCHEV for action.

7. SCHEV notifies the President of its action on the proposed program discontinuation.

8. Copies of SCHEV's notification are distributed to the appropriate department/school chair and dean.

9. The University proceeds with actions described in the proposal to discontinue the academic degree program.

PROPOSING NEW COURSES AND MODIFYING OR INACTIVATING CURRENT COURSES

The following outlines the actions related to the development and approval for new undergraduate courses, modification of currently approved courses, and inactivation of existing courses. A copy of Old Dominion's policy on approval of course-related actions and the required form to record and process the action are located in Appendices 6 and 7.

1. A proposal is made for establishing a new course, modifying a current course, or inactivating an existing course to the department/school chair. The *Credit Catalog Add/Change/Inactivation Form* will be used to process and record this transaction (see Appendix 7). This form records the details of the course, describes the proposed change(s), includes the justification, and indicates the recommendations for approval.
2. The department/school chair refers the course proposal to the department/school committee that has responsibility for reviewing and making recommendations on undergraduate curriculum.
 - a. If the proposal is to inactivate an existing course, the department/school chair must notify the chair(s) of other department/school(s) that require the course in their program(s). The chair(s) of these departments must review the change(s) and inform and forward any concerns to the chair of the course's home department/school.
 - b. Proposals to add, change, or deactivate courses included in General Education Requirements must be submitted to the Faculty Senate and Office of the Provost and Vice President for Academic Affairs. All such proposals related to General Education are conditional on review by the Faculty Senate and approval by the Office of the Provost and Vice President for Academic Affairs.
3. The department/school curriculum committee reviews the proposal, makes its recommendation, and sends it to the department/school chair.
4. The department/school chair reviews the proposal, taking into consideration the recommendation from the department/school undergraduate curriculum committee and any comments from the chairs of departments/schools that use the course in their programs, and indicates his/her recommendation on approval. The proposal is forwarded to the college undergraduate curriculum committee for review and recommendation.
5. The college committee reviews the course proposal and indicates its recommendation on the change. The proposal is then sent to the college dean for review.
6. The college dean or designee reviews the course proposal. If he/she approves the course proposal, it is forwarded to the Office of Academic Affairs for review. Requests for changes in existing courses to become effective for the next academic year must be submitted before October 1st, while requests for new courses may be submitted during the fall and spring semesters.
7. Proposals to add, change, or deactivate courses included in General Education Requirements must be submitted to the Faculty Senate and Office of the Provost and Vice President for Academic Affairs. All such proposals related to General Education are conditional on review by the Faculty Senate and approval by the Office of the Provost and Vice President for

Academic Affairs.

8. The Assistant Vice President for Undergraduate Studies (AVPUS), the Provost's designee for course approval actions, reviews the proposal recommended by the dean, college committee, and department/school chair and committee.

- a. The AVPUS consults with the Vice Provost for Undergraduate Studies (VPUS) on questions related to approval of the proposed change(s) as needed.
- b. Questions about potential duplication, missing information, and rationale will be directed to the college dean for response.
- c. Proposals for courses that are either included in or are intended to fulfill General Education Program requirements must be submitted to the Faculty Senate for review and recommendation prior to review by the AVPUS.

9. Committee A reviews the proposal for a course related to the General Education Program requirements and submits its recommendation to the Provost's designee for undergraduate courses, the AVPUS. All such proposals related to General Education are conditional on review by the Faculty Senate and approval by the Office of the Provost and Vice President for Academic Affairs.

10. The AVPUS reviews the course proposal and recommendations and makes a decision on approval of behalf of the Provost, consulting with the Provost or VPUS as necessary.

11. Courses not offered for five years will be inactivated by the Office of Academic Affairs. Deans will be informed of these inactivations.

12. The following implementation actions will take place after approval of the proposal:

- a. Approved new courses will be implemented either at the beginning of the semester requested by the proposing department/school or semester following approval.
- b. Changes to currently approved courses will be effective with the publication date of the next *Catalog*.
- c. Courses approved for inactivation will be discontinued at the beginning of the semester requested by the department/school.
- d. A copy of the course form indicating approval by the AVPUS will be forwarded to the department/school.
- e. All actions related to new courses, course changes and course inactivations will be included in the next edition of the *Catalog*.

¹Because of the two-year Catalog, requests for changes in existing courses will be effective with the publication of the next Catalog.

UPPER-LEVEL WRITING INTENSIVE (W) COURSES WITHIN THE MAJOR

The procedure for proposing a course in the major to be designated as a Writing Intensive (W) course for the purpose of fulfilling General Education Program requirements generally follows the process outlined for the proposal of a new course.

In addition to the information provided on the *Credit Catalog Add/Change/Inactivation Form*, the department/school proposing a major course for the W designation must provide information that follows the format included as Appendix 8. The additional information required by that format includes:

1. A descriptive overview of the course.
2. A statement on how the course will address the General Education Program goal of demonstrating written communication skills at the upper level in the major.
3. A description of how the proposal will address the following criteria for a W course.
 - a. Students will demonstrate mastery of the subject matter through writing formal documents.
 - b. A series of individual, not group, writing assignments is required.
 - c. How the course instructor will provide feedback to the student, focusing on both content and writing style.
 - d. Appropriateness of the writing assignments. Such assignments include laboratory reports, critiques of performances or exhibitions, case studies, and other writing across the disciplines techniques appropriate to the discipline of the major.
4. The proposal for a W course, within the major, is reviewed by Faculty Senate Committee A (Undergraduate Curriculum and Programs). The Committee submits its recommendation on approval of the proposal to the Provost.
5. If the Provost or designee approves the proposal, the course will be assigned a W designation and included in the next edition of the undergraduate *Catalog*.

MINOR

The following describes the process for establishing a minor. If approved, it becomes available for undergraduate students to use to fulfill the upper-level General Education Program requirements under Option A (see undergraduate *Catalog, 2006-2008*, p. 60). The policies that define and govern the approval of a minor and the form used to record and transmit such a proposal are included in Appendices 10 and 11. The review and approval process for a new minor is entirely internal and culminates with the President.

A. Proposal

1. The concept of a new minor should be reviewed with the department/school chair, college dean, and Provost or designee prior to the development of a formal proposal.
2. The faculty in a department/school design the minor and formulate a proposal that fully describes its content, requirements, rationale, statement of need and demand, resources necessary for implementation, and plan for implementation. The proposal must conform to the University policy on Minors (see undergraduate *Catalog, 2006-2008*, p. 64). It will either be recorded on or accompanied by a *Proposal for a New Minor or Significant Changes to an Existing Minor*. The proposal must also include evidence of the demand/need for the proposed minor.

B. Proposal Review

1. The finished proposal for the minor is submitted to the department/school undergraduate curriculum committee for review and recommendation. The committee's recommendation is transmitted to the department/school chair for review.*
2. The department/school chair reviews the minor proposal, taking into consideration the recommendation of the curriculum committee, makes a recommendation on approval, and forwards the proposal to the college undergraduate curriculum committee for review. *
3. The college curriculum committee reviews the proposal and makes a recommendation to the college dean. *
4. The college dean reviews the proposal, taking into account all of the prior recommendations, and makes a recommendation.* If approved by the dean, the proposal is submitted to the Office of Academic Affairs for review by the Provost's designee, the Assistant Vice President for Undergraduate Studies (AVPUS).
5. The AVPUS reviews the proposal for a new minor recommended by the dean, college committee, and department/school chair and committee.
 - a. The AVPUS consults, as necessary, with the Vice Provost for Undergraduate Studies (VPUS) or Provost, on questions related to approval of the proposed minor.
 - b. Questions about potential duplication, missing information, and rationale will be directed to the college dean for response.

- c. The AVPUS will forward the proposal for the minor and all supporting documentation to the Faculty Senate's Committee A (Undergraduate Curriculum and Programs) for review and recommendation since minors may be used to fulfill upper-level General Education Program requirements.

*Interdisciplinary minors must be reviewed by all departments/schools and colleges involved.

C. Proposal Approval

1. Committee A reviews the proposed minor and submits its recommendation to the Faculty Senate.
2. The Faculty Senate reviews and votes on Committee A's recommendation on the proposed minor. The Senate's recommendation is submitted to the President for approval.
3. The President consults with the Provost, who in turn consults with the Provost's Council (PC), on whether the minor should be approved.

D. Implementation

A new approved minor will become effective with the term requested by the department/school and will be included in the next edition of the undergraduate *Catalog*.

CLUSTER

A cluster is defined as a group of specific courses that examine an identified theme from a multidisciplinary perspective. Clusters that have been reviewed and approved according to the process described below may be used by undergraduate students to fulfill their upper-division General Education Program requirements under Option B (see undergraduate *Catalog, 2006-2008*, p. 60).

A. Proposal

1. The concept and design for a new cluster should be discussed with the department/school chair(s), college dean(s), University Cluster Coordinator, and Provost or designee prior to the development of a formal proposal. One of the faculty members on the cluster development team should be designated as the cluster coordinator (see Appendix 12, Developing Proposals for New Clusters: Hints and Pitfalls).
2. The faculty in the department/school(s) develop the cluster proposal, according to the Proposal Format for a New Upper Level General Education Cluster (see Appendix 13). The proposal must fully describe the cluster's courses, central focus or theme, goals, and the links between the courses. It must also show how any three of the courses reflect the cluster goals, identify support activities, and how the cluster will be assessed. The proposal must also include evidence of the demand/need for the proposed cluster.

B. Proposal Review

1. The finished cluster proposal is submitted to the department/school undergraduate curriculum committee for review and recommendation. The committee recommendation is transmitted to the department/school chair for review. *
2. The department/school chair reviews the cluster proposal, taking into consideration the recommendation of the curriculum committee, makes a recommendation on approval, and forwards the proposal to the college undergraduate curriculum committee for review. *
3. The college curriculum committee reviews the proposal and makes a recommendation to the college dean. *
4. The college dean reviews the proposal, taking into account all of the prior recommendations, and makes a recommendation. If approved, the proposal is submitted to Faculty Senate Committee A (Undergraduate Curriculum and Programs) with copies to the Office of Academic Affairs for review by the Assistant Vice President for Undergraduate Studies (AVPUS) and the University Cluster Coordinator.
5. The AVPUS and the University Cluster Coordinator review the cluster proposal recommended by the dean(s), college committee(s), and department/school chairs and committees.

- a. The AVPUS consults, as necessary, with the Provost and the Vice Provost for Undergraduate Studies (VPUS) on questions related to approval of the proposed cluster.
- b. Questions about potential duplication, missing information, and rationale will be directed to the cluster coordinator in the originating department for response.

* Cluster proposals must be reviewed by all departments/schools and colleges involved.

C. Proposal Approval

1. Committee A reviews the proposed cluster and submits its recommendation to the Faculty Senate.
2. The Faculty Senate reviews and votes on the Undergraduate Studies Committee recommendation on the proposed cluster. The Senate's recommendation is submitted to the President for approval.
3. The President consults with the Provost, who in turn consults with the Provost's Council (PC), on whether the cluster should be approved.

D. Implementation

A new approved cluster will become effective with the term requested by the department/school and will be included in the next edition of the undergraduate *Catalog*.

E. Adding Courses to Clusters

The following process shall be used for approving proposals to add a course to an approved cluster.

1. The originator of the proposal submits Request for Adding Courses to Clusters form (see Appendix 14) to the department/school chair. The form will include all relevant information about the course and include attachments that show its relationship to the cluster.
2. The department/school chair reviews the proposal and, if he/she approves, it is submitted to the chair of the college curriculum committee for review and recommendation to the dean of the college.
3. The college dean reviews the proposal and the previous recommendations and submits it to the University Cluster Coordinator with his/her recommendation for approval.
4. The University Cluster Coordinator reviews the proposal and prior recommendations and submits it with a recommendation to Faculty Senate Committee A (Undergraduate Curriculum and Programs) for review and recommendation.
5. Committee A submits the proposal with its recommendation to the Office of Academic Affairs, specifically the Assistant Vice President for Undergraduate Studies (AVPUS) for approval.

CERTIFICATE: CREDIT AND NON-CREDIT

The following describes the process for proposing and approving certificate programs offered either for academic credit or non-credit. A certificate is generally defined as a coherent course of study with specific requirements that does not lead to a degree.

The certificates described below require only internal University approval and are not submitted to SCHEV. The University policy that specifically defines certificates is included as Appendix 15. The format used for the proposal should be a memorandum, which includes attachments as appropriate, and provides space to show all recommendations and approvals.

A. Certificate in (Field of Study) (Credit)

1. A proposal for a certificate that will be offered for academic credit usually originates with and is developed by a faculty member or group of faculty in a specific discipline or closely related set of disciplines.
 - a. The proposal should clearly describe the certificate and its purpose, provide detail about the curriculum, define the requirements (at minimum the completion of at least nine credit hours in a coherent sequence of courses with a 2.00 grade point average for undergraduate students and a 3.00 grade point average for graduate students), include a rationale, document the demand/need for the certificate, project anticipated enrollment, discuss any resource implications, describe the plan for assessment, and identify the planned implementation date.
2. The certificate proposal is submitted for review and recommendation to the appropriate department/school curriculum committee, department/school chair, college curriculum committee, and college dean.
3. The college dean submits the proposed certificate with his/her recommendation, together with all previous recommendations, to the Provost for review and approval.
4. If the Provost approves the certificate, it will be implemented.

B. Certificate of Continuing Education (Non-Credit)

1. The proposal for a new certificate of continuing education, which will not be offered for academic credit, is either developed by or reviewed by the appropriate college Continuing Education/Professional Service Director and submitted to the college dean for approval. The proposal must address the curriculum and student demand, as well as identify the faculty, who will teach the course(s), and the resources needed and revenue projected for the program.
 - a. If the proposal is developed by someone other than the college Continuing Education/Public Service Director, such as a faculty member, the Director will make a recommendation to the college dean on whether the certificate should be implemented.
 - b. If the proposal was developed by the Director it will be submitted to the college dean for review and approval.
2. The college dean reviews the proposed certificate of continuing education and makes a decision on whether it will be implemented. He/she should evaluate the integrity of the

certificate curriculum, the demand for it, the quality of the faculty proposed to offer it, and the resource/revenue implications of the proposal.

3. Upon approval of the college dean the proposed certificate will be implemented.

CONCENTRATION OR EMPHASIS AREA

The following describes the steps necessary to propose and obtain approval of a new concentration or emphasis area in a currently approved degree program. The policies and form related to this type of curricular action are located in Appendices 6 and 9.

A. General Rules

1. The proposed concentration or emphasis area must be incorporated in and consistent with the content of a currently approved degree program, be in the same discipline area, and consistent with the nature, level, and purpose of the host degree program. For example, an undergraduate-level concentration cannot be established under a graduate degree and a social science emphasis could not be included in an engineering degree.
2. The development of a new concentration or emphasis area should be included in the department/school and college planning and budgeting process.
3. The proposal must include a full description of the new concentration or emphasis area, including the curriculum, a rationale for implementing it, evidence of employer need and student demand, a statement on its resource implications, expected student learning outcomes, an assessment plan, and a schedule for implementation.
4. The proposal process is internal and requires review and recommendation by the department/school and college and approval by the Provost.

B. Development and Approval Process

1. Discussion should take place between the faculty member(s) who is proposing a new concentration or emphasis area and the department/school chair, college dean, Vice Provost for Undergraduate Studies (VPUS) and Provost about its feasibility and acceptability of the concept.
2. Assuming the concept is acceptable, a proposal development group is established to design the new concentration, collect information and data, and prepare a proposal that addresses all of the elements identified above.
3. The proposal is reviewed by the department/school undergraduate curriculum committee and a recommendation forwarded to the department/school chair for review.
4. The department/school chair reviews the proposal, makes a recommendation on the implementation of the proposed concentration or emphasis area, and submits the proposal to the college undergraduate curriculum committee for review.
5. The college curriculum committee reviews the proposal and submits a recommendation to the college dean.
6. The dean reviews the proposal and submits a recommendation to the Provost on its implementation.
7. The Provost consults with the President, VPUS and other administrators or faculty, as

appropriate, reviews the proposal, and makes a decision on the implementation of the concentration or emphasis area.

C. Implementation

1. Following approval by the Provost, the new concentration or emphasis area will be implemented either beginning with the semester identified in the proposal or the semester agreed to by the college dean and Provost.
2. It is desirable that the new concentration or emphasis area is implemented beginning with the date of the next edition of the *Catalog*.

Appendix 1

State Council of Higher Education for Virginia

State-Level Requirements for
Approval of Various Academic
Program Actions at
Public Institutions

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**STATE-LEVEL REQUIREMENTS FOR APPROVAL
 OF VARIOUS ACADEMIC PROGRAM ACTIONS
 AT PUBLIC INSTITUTIONS**

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

| Academic Program Action Sought by Institution | Council Approval | SCHEV Staff Approval | Action Reported to SCHEV | No Action Required at State Level |
|--|-------------------------|-----------------------------|---------------------------------|--|
| New Degree Program ¹ | X | | | |
| Spin-Off Degree Program | | X | | |
| First Professional Degree ¹ | X | | | |
| Health Program ^{1,2} | X | | | |
| Major, Concentration, Option, Emphasis, Focus or Track | | | | X |
| Certificate | | | X³ | |
| C.A.G.S. or Ed.S. ¹ | X | | | |
| Program Merger | | X^{4,6} | | |
| Degree Designation Change ¹ | | X⁵ | | |
| Program Title Change | | X⁵ | | |
| CIP Code Change | | X⁵ | | |
| Program Discontinuance | | | X⁶ | |

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

² §23-9.10:1 The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.

³ Certificate programs must be reported using the "Program Proposal Cover Sheet."

⁴ Submit the "Format for Merging Academic Programs" cover sheet and requisite narrative statement.

⁵ Submit the "Format for Revising Academic Programs" cover sheet and requisite narrative statement.

⁶ Submit the "Intent to Discontinue an Academic Program" cover sheet and requisite narrative.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES**

Effective May 1, 2002
(Revised March 2006)

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

Effective May 1, 2002
(Revised March 2006)

I. Council's Statutory Obligations Related to Academic Programs at Public Institutions

The Code of Virginia, Section 23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with various responsibilities, authorities, and duties. Those obligations related to academic programs at public institutions are listed below.

A. Responsibilities

- To consider programs while developing system-wide plans under which the state-supported institutions of higher education of Virginia shall constitute a coordinating system (Section 23-9.6:1.1).
- To review and approve or disapprove all new academic programs which any public institution of higher education proposes, including both undergraduate and graduate programs (Section 23-9.6:1.5).

B. Authority

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations (Section 23-9.6:1.14).

C. Duty

- The Council, insofar as practicable, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities (Section 23-9.6:1).

The Council has established the following policies and procedures related to academic programs at public institutions as part of its obligation "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia" (Code of Virginia, Section 23-9.3[a]).

II. Policy Statements on Academic Programs at Public Institutions

A. Overview

The intent of this policy is to fulfill the Council's statutory responsibilities and duties without burdening public institutions with complex and lengthy procedures. In all its work, SCHEV adheres strongly to four key principles (see SCHEV Mission Statement) including the following:

Respect at all times the autonomy and legal authority of the institutional Boards of Visitors and Trustees.

In this spirit, this set of policies and procedures related to academic programs was prepared by SCHEV staff in consultation with Council members, the Secretary of Education, and the chief academic officers of the state-supported institutions of higher education. This policy and its attendant procedures will help ensure that Virginia's public colleges and universities continue to make the most efficient use of state resources, avoid unnecessary duplication, and contribute to the goals identified in the 2002–2006 System-wide Strategic Plan.

B. Operational Definitions of Key Terms

Degree program: curriculum leading to the award of an associate's, bachelor's, master's, professional, or doctoral degree; is identified by a separate CIP code in the SCHEV program inventory; and, is listed on the student diploma. All curricula under the CIP code share a common core of courses¹, but various groupings of fewer courses may be used to define a variety of related support areas that do not appear on the diploma (major, concentration, option, emphasis, focus or track). Council approval is not required to add new support areas to an existing degree program.

¹Common core requirements:

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

New program: curriculum leading to the award of a new degree that includes content in a discipline or field not currently offered by the institution; shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and, requires a separate CIP code. Additional faculty, facilities, or funding may be required to initiate and operate the new program. Council approval is required to confer the new degree.

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

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

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

Certificate program: curriculum leading to a formal award certifying completion of post- baccalaureate degree-level work in an academic or occupationally specific field of study. Council approval is not required to award a certificate.

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

Program merger:

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

Degree designation change: change made in an existing degree designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis (e.g. from the B.A. degree to the B.S. or from the M.A. in Fine Arts to the M.F.A.). SCHEV staff approval is required for a change in degree designation.

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

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

Program discontinuance: action taken to close a program by indicating in SCHEV’s program inventory the dates for which no new enrollments and no new graduates will be reported. Subsequent notification of SCHEV staff is required. The intent to close a program in a Critical Shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

C. “New” and “Spin-Off” Academic Programs

1. Background

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

2. New Academic Programs

A public institution’s Board of Visitors or the State Board for Community Colleges must approve each proposal for a new academic program prior to its submission to the Council. Board approval is the culminating step in a series of reviews by curriculum committees at the department, college, and university levels, as well as by each chief academic officer. For this reason, Council defers to the respective boards’ authority for determining the appropriateness of proposed curricula, course descriptions, faculty

credentials, and library resources, as well as student admission, continuation, and exit requirements. Meanwhile, the Council's consideration of proposals will center on system-wide aspects of each new program.

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

- **Why does Virginia need this program at this time?**

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

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

State Needs. Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? (How many similar programs are offered in the state; where? What is the enrollment strength of these similar programs? Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs?) If not, what are the needs (justifications) for the state to initiate a truly new curriculum at this time?

- **Why does the institution need this program at this time?**

Institutional Needs. Will the program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV-approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

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

3. Spin-Off Programs

Many proposals submitted to the Council seek approval for programs that are extensions or outgrowths of existing curricula (minors, majors, tracks, options, or concentrations). Such "spin-off" programs use predominantly existing courses, existing faculty, and reallocated institutional resources. The Council has delegated

the authority for approval of such proposals to SCHEV staff. This spin-off designation and its associated procedures are expected to expedite approvals of such programs while also supporting institutional flexibility, responsiveness to the needs of business and industry, and entrepreneurial initiatives. Both new and spin-off programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

D. Changes to Existing Programs

In addition to proposals for new and spin-off programs, institutions may propose modifications to existing programs. Such modifications may include program mergers, program discontinuances, and changes in degree designations, program names, and CIP codes. Council has delegated approval authority for such changes to SCHEV staff. Requests for such changes necessitate the submission of information and forms different and separate from those required for new and spin-off programs; these requests must be submitted as specified in these policies and procedures. Proposed changes to existing programs should not be submitted as organizational changes. Upon review of requests, staff action on such changes will be sent directly to the corresponding institutional chief academic officers. Final authority for all program actions remains with the Council.

E. Additional Policies Related to Academic Programs at Public Institutions

1. Policy on the Review of New, Spin-Off, and Merged Programs

Institutions must conduct in-depth reviews of new, spin-off, and merged programs in the year following the first graduates to determine whether these programs should continue. A program that does not meet its enrollment goal by the target enrollment year may be closed immediately or given a specified period, not to exceed two years, to meet its enrollment goal or be closed.

2. Policy on Doctoral and First-Professional Programs

Doctoral degrees normally will be offered by the major research universities. Exceptions will be considered (1) if another institution has a special capacity to offer a doctoral degree, usually a professional sort as distinguished from a research degree; (2) if there is strong demand from place-bound professionals for the proposed program; or (3) if there are special circumstances that support the proposed program.

For the purposes of this policy, the following institutions are considered to be the major research institutions: the College of William and Mary, George Mason University, Old Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Tech. Each institution awards doctoral degrees in many fields and all have at least one first-professional program.

James Madison University and Norfolk State University each have limited authority to offer doctoral degrees. Radford University and Virginia State University currently have authorization to offer one program between the master's and doctoral levels.

3. Policy on Programs at a New Degree Level¹

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

III. Procedures for Submission of Proposals for New and Spin-Off Programs

A. General Guidelines for New and Spin-Off Program Proposals .

- All new program proposals and all health-related proposals, spin-off or new, must be reviewed and approved by Council. Proposals for new degree programs must be submitted to SCHEV staff at least nine months prior to the institution's desired initiation date. Proposals for spin-off degree programs must be submitted to SCHEV at least ninety days prior to the institution's desired initiation degree. For information on the schedule of Council meetings, consult SCHEV's web site. Prior to seeking institutional boards' approval, institutions may submit draft proposals to Council staff for comments, advice, and/or preliminary reactions. To submit a draft document, mail one hard copy labeled "draft" to SCHEV.
- If an institution applies for a change in degree-granting status or submits a large number of proposals at once, it should allow more time for Council action. Similarly, if SCHEV staff receives a large number of proposals in a short time period, proposals will be considered for inclusion on the Council's next agenda on a first-come basis.
- Proposals for spin-off programs are eligible for expedited review and approval by Council's staff if they will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty. SCHEV reserves the right to determine whether a proposal will be considered as a new program or spin-off program.
- Approval to initiate a degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.

¹§23-9.6:1.3 The State Council of Higher Education for Virginia is authorized "to study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal."

- Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools if the new program significantly modifies or expands the scope of the institution.
- For new degree programs at the doctoral level, institutions must arrange and fund a **site visit** by at least two qualified external reviewers (plus a SCHEV staff member); this site visit must be completed at least eight weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers should be provided with copies of the program proposal prior to the visit and should be charged with preparation of a written report, which must be submitted to the institution and to SCHEV no later than two weeks after the site visit. Institutions must provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report.
- For spin-off degree programs at the doctoral level, institutions must submit to SCHEV a summary of two external reviewers' comments on the program proposal. If reviewers' reports raise significant questions and/or offer specific recommendations regarding the programs or the proposals then institutions must submit written responses to SCHEV and the reviewers; one electronic and one hard copy of the institutional response should be submitted to SCHEV and one electronic copy should be submitted to the reviewers within two weeks of receipt of reports, unless subsequent action by an institution's board is needed. Electronic copies of external reviewers' comments must be submitted to SCHEV staff.
- One hard copy of reviewers' Curriculum Vitae must be sent to SCHEV. The copy can be submitted with the program proposal.

B. Specific Instructions for New and Spin-Off Program Proposals

1. Proposal Format

- Complete the Program Proposal Cover Sheet (below).
- Use word-processing software compatible with Microsoft Word
- (Times New Roman or Arial 12 Font preferred).
- Provide a table of contents and number all pages of the proposal.
- Provide a descriptive narrative that addresses items 2iii. and 2iv. (below) in sufficient detail to inform reviewers who may not be familiar with the discipline.
- Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix.

Specific Instructions for New and Spin-Off Program Proposals (continued)

- Use clip or rubber band—please do not bind materials.
- Address all proposal correspondence to the Director of Academic Affairs. Submit one electronic and two hard copies with original signatures on both copies to Darlene Derricott at DarleneDerricott@schev.edu.

2. Proposal Requirements, Components and Forms

Proposals for new and spin-off programs must include six components: (i) a letter from the chief academic officer containing the information listed below; (ii) a “Program Proposal Cover Sheet”; (iii) a description of the proposed program containing the information listed below; (iv) a justification for the proposed program containing the information listed below; (v) a “Summary of Projected Enrollments in Proposed Program” form; and (vi) a “Projected Resource Needs for Proposed Program” form.

i) Letter from Chief Academic Officer

A letter from the chief academic officer must accompany the program proposal. The letter must:

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

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

ii) Program Proposal Cover Sheet

The cover sheet on the following page must be used to submit proposals for new and spin-off programs.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

| | | | |
|---|---|---------------------------------------|-------------|
| Institution | 2. Program action (Check one): Spin-off proposal _____ New program proposal _____ | | |
| 3. Title of proposed program | | | 4. CIP code |
| 5. Degree designation | | 6. Term and year of initiation | |
| 7a. For a proposed spin-off, title and degree designation of existing degree program | | | |
| 7b. CIP code (existing program) | | | |
| 8. Term and year of first graduates | | 9. Date approved by Board of Visitors | |
| 10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____ | | | |
| 11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) | | | |
| 12. Location of program within institution (complete for every level, as appropriate). School(s) or college(s) of _____ Division(s) of _____ Campus (or off-campus site) _____ Distance Delivery (web-based, satellite, etc.) _____ | | | |
| 13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. | | | |

ii) Description of Proposed Program

Using the following bullet format, please include a narrative description of the program that addresses these key questions:

- How many credit hours are required for the proposed degree? Note: Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Institutions should include the curriculum detailing the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable).
- With the assistance of the institution's director of assessment or the assessment office, complete the following items: 1. What learning outcomes (knowledge and skills) are graduates expected to demonstrate? 2. When and how does the institution plan to assess student learning? 3. How does the assessment plan fit into the institution's overall program review?
- What are the benchmarks by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into graduate studies, and satisfaction of employers and graduates with the program.
- Is this program an expansion of an existing certificate, option, concentration, track, minor, or major? If so, what courses or faculty will be added? Will approval of the program result in closure of the existing certificate, option, concentration, track, minor, or major?
- If this is a collaborative program with another institution of higher education or with business and industry, what is the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the degree.

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iv) Need for the Proposed Program

Using the following bullet format, please include a narrative description of the program that addresses the following:

Justification

- Provide background information for program development (what is occurring in the field that warrants the program) and evidence that the Commonwealth needs this program or will need it in the future (visionary) to address emerging disciplines, etc. How was future need determined? Provide complete citation for all referenced information. Include in-text citations for all quoted information.
- All spin-off proposals must include the current curriculum requirements (including major, concentration, focus, or track courses) of the existing degree program.

Employment Demand

- Provide evidence of employer demand for graduates, including current and future need for such graduates. Evidence of demand should include:

Labor market information appropriate to the scope of the program (i.e., if the program is national in scope, provide national labor market data; if regional, then regional market data; if local, then local data). Statistics from the U.S. Department of Labor or Bureau of Labor Statistics and the Virginia Employment Commission to reflect future employment demand. Provide full citations (use in-text citations for reference list) for sources of information. APA style is acceptable.

Examples of recent position announcements from professional journals or other sources of information about jobs appropriate to the degree level. Employment advertisements must reflect information obtained within six months of submitting the proposal to SCHEV.

If applicable, letters of support from prospective employers that include a statement of need for these graduates and potential employment opportunity.

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Student Demand

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

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

Letters and/or emails of support from prospective students that include a statement of need for program and indicate possible enrollment in the program.

A summary, with citations, of any other sources that document student demand.

- The estimated headcount and FTE (full-time equivalent) students, including sources for the projection. With the assistance of the institution's planning or Institutional Research office, complete and attach the "Summary of Projected Enrollments in Proposed Program."

Duplication

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

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

v) Summary of Projected Enrollments in Proposed Program
 Complete and submit the form below.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.

Note: **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV's productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards).

Projected enrollment:

| Year 1 | | Year 2 | | Year 3 | | Year 4 Target Year (2- year institutions) | | | Year 5 Target Year (4-year institutions) | | |
|-------------|------|-------------|------|-------------|------|---|------|------|--|------|------|
| 20__ - 20__ | | 20__ - 20__ | | 20__ - 20__ | | 20__ - 20__ | | | 20__ - 20__ | | |
| HDCT | FTES | HDCT | FTES | HDCT | FTES | HDCT | FTES | GRAD | HDCT | FTES | GRAD |
| ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

Note: **VCCS** institutions should only complete **Years 1 through 4**. Graduation rates must be included in Year 4, Target year.

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

vi) Projected Resource Needs

Instructions:

In a narrative, describe the available and additional program resources anticipated in the following categories, explaining the need to operate the program:

| | |
|------------------------|-----------------------------------|
| full-time faculty | part-time faculty/adjunct faculty |
| graduate assistants | classified positions |
| targeted financial aid | equipment (including computers) |
| library | telecommunications |
| space | other resources (specify) |

Describe all sources of funds and the anticipated effect of any reallocation of funds and faculty within the instructional unit.

With the assistance of the institution’s finance office or chief financial officer, complete and attach the “form Projected Resource Needs for Proposed Program.”

On that form:

- answer the questions listed in Part A.
- use the number of full-time equivalent (FTE) positions when completing the table in Part B.
- in Part C, use 0% salary increases and no inflation factor for any other cost item. At the bottom of the table, specify the amounts and sources of funds for the proposed program.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes_____ No_____
- Has or will the institution submit an addendum budget request to cover operating costs? Yes_____ No_____
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes_____ No_____
- Will each type of space for the proposed program be within projected guidelines? Yes_____ No_____
- Will a capital outlay request in support of this program be forthcoming? Yes_____ No_____

Part B: Fill in the number of FTE positions needed for the program

| | Program initiation year 20__ - 20__ | | Expected by target enrollment year 20__ - 20__ | |
|---|--|----------------|---|------------------------|
| | On-going and reallocated | Added (New) | Added (New)** | Total FTE positions |
| Full-time faculty* | | | | |
| Part-time faculty [faculty FTE split with other unit(s)] | | | | |
| Adjunct faculty | | | | |
| Graduate assistants | | | | |
| Classified positions | | | | |
| TOTAL | | | | |

* Faculty dedicated to the program

** Added **after** initiation year

Part C: Estimated resources to initiate and operate the program

| | Program initiation year 20__ - 20__ | | Expected by target enrollment year 20__ - 20__ | |
|---|--|--|---|--|
| | | | | |
| Full-time faculty | | | | |
| salaries | | | | |
| fringe benefits | | | | |
| Part-time faculty [faculty FTE split with other unit(s)] | | | | |
| salaries | | | | |
| fringe benefits | | | | |
| Adjunct faculty | | | | |
| salaries | | | | |
| fringe benefits | | | | |
| Graduate assistants | | | | |
| salaries | | | | |
| fringe benefits | | | | |
| Classified positions | | | | |
| salaries | | | | |
| fringe benefits | | | | |
| Total personnel cost | | | | |
| salaries | | | | |
| fringe benefits | | | | |
| Total cost | | | | |
| Equipment | | | | |
| Library | | | | |
| Telecommunication costs | | | | |
| Other costs (specify) | | | | |
| TOTAL | | | | |

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

| Funding Source | Program initiation year 20__ - 20__ | Target enrollment year 20__ - 20__ |
|--|--|---------------------------------------|
| Reallocation within the department or school <i>(Note below the impact this will have within the school or department)</i> | | |
| Reallocation within the institution <i>(Note below the impact this will have within the school or department)</i> | | |
| Other funding sources <i>(Please specify and not if these are currently available or anticipated)</i> | | |

2. Statement of Impact/Other Funding Sources.

3. Secondary Certification

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Examples of Program Proposal Development/Approval Calendars

Program Proposal Development/Approval Calendar PhD in Community College Leadership

| | |
|--------------------|---|
| March 2002 | Identify program proposal developer Draft program proposal according to SCHEV policy and format Identify and arrange for external reviewers required by SCHEV policy Obtain required internal Darden College of Education approvals: Host department(s), department chair(s), college graduate committee, and dean |
| April 1 | Dean submits program proposal with approvals to Provost |
| April (early) 2002 | Provost submits program proposal to the Faculty Senate for review and recommendation by Committee C, Graduate Studies |
| April (late) 2002 | Program proposal, with Committee C recommendation, reviewed and recommended by the Faculty Senate Faculty Senate submits recommendation on program proposal to President |
| May 2002 | Provost's Council reviews and makes recommendations on program proposal to President |
| June 2002 | Board of Visitors Academic and Research Advancement Committee reviews program proposal and makes recommendation to the Board for approval |
| July 2002 | Board of Visitors approved program proposal submitted to SCHEV for review by staff and submission to the Council of Higher Education's Academic Affairs Committee for review and recommendation to the Council |
| September 2002 | Academic Affairs Committee reviews the program proposal and submits its recommendation to the Council and program is approved for implementation |
| January 2003 | Approved program is implemented |

Ph.D. in Education Program Proposal

Development, Review, and Approval Timetable

Proposed implementation date: Fall 2004

1. Calendar of events

- a. August 2003: Program proposal development initiated
- b. October 2003: Program proposal complete
- c. October-November 2003: Program proposal reviewed and recommended by department and college
- d. November 2003: Program proposal reviewed and recommended by the Faculty Senate
- e. November-December 2003: Program proposal approved by the Provost and President
- f. December 2003: Review and approval of program proposal by the ODU Board of Visitors
- g. February 2004: Submit Board of Visitors approved program proposal to SCHEV
- h. March-May 2004: SCHEV staff review and recommendation
- i. June 2004: Council of Higher Education approval
- j. August 2004: Implement program

UPPER-LEVEL WRITING INTENSIVE (W) COURSES WITHIN THE MAJOR: COURSE SUBMISSION FORMAT

Departments/schools must have courses within the major to fulfill the General Education Program goal for students to demonstrate written communication skills at the upper level in the major. Such courses, when approved, are designated as Writing Intensive (W). Course proposals, for either new or existing courses within the major, are submitted according to the following format and guidelines to be designated as Writing Intensive (W). Upon approval, such courses can be used by their students to fulfill the writing intensive requirement in the major.

- A. A completed Credit Catalog Add/Change/Inactivation Form (see Appendix 7) must be attached to the proposal.
- B. Provide a brief overview of the course and how students will meet the General Education Program goal of demonstrating written communication skills at the upper level in the major.
- C. The proposal must describe how the proposed Writing Intensive course meets the following criteria:
 1. Students will demonstrate their mastery of the subject matter of the discipline in the major through the writing of a formal document. **A series of individual (not group) writing assignments is required.**
 2. How the instructor will provide feedback on the writing assignments must be described. Such feedback should focus on both content and writing style (organization, thesis development, logic, coherence, and mechanics).
 3. Appropriate types of writing assignments include laboratory reports, critiques of performances or exhibitions, case studies, or other “writing across the disciplines” techniques appropriate to the discipline.
 4. An indication that writing assignments will contribute to more than 50 percent of the student’s grade in the course.

PROPOSAL FOR CURRICULAR CHANGES FORM

(Emphasis areas and revisions to degree programs)

Proposed curricular change (check one)

Emphasis area

Program Revision

Name of degree program:

Description of proposed change:

Rationale for proposal:

Implementation: (Describe the notification process and timetable for implementing the proposed change. Will the change be imposed on new students only or is it proposed for all students in the program?)

Resources needed:

Program requirements: (List below all courses required by new program and attach completed form, Credit Catalog Add/Change/Inactivation Form, for all new courses/course changes.)

Total hours required: Provide the total hours required for the degree or program (before and after the required change).

Description (showing new copy or revised copy) for the next Catalog:

APPROVED

| | | |
|-----------------------------------|--|---------------|
| _____ Originator of Request | _____ College Dean | _____ Date |
| _____ Department Chair | _____ External Department Chair(s) (If applicable) | _____ Date |
| _____ Chair, College Committee | _____ Provost | _____ Date |

DEVELOPING PROPOSALS FOR NEW CLUSTERS: HINTS AND PITFALLS

Prepared by

Lucien X. Lombardo, Professor

University Cluster Coordinator

If you are a faculty member interested in developing a cluster focusing on some specific issue or problem you might want to consider the following:

HINTS:

- Think of problems or issues that will have continuing significance and/or relevance after the student graduates;
- Explore the University's Mission and/or Strategic Plan and see if you can envision clusters which will link to these statements;
- Look through the catalog and schedule of classes to see if there are courses in other disciplines that deal with the topic or problem of interest to you;
- Identify faculty who teach those courses; get in touch with them and discuss the possibilities;
- If courses aren't presently available, get in touch with deans, associate deans, or chairs of departments whose disciplines you think are relevant to the study of the problem or issue for recommendations of faculty who might be interested;
- Start discussions with these faculty and be sure to get copies of the New Cluster Proposal format;
- Contact Lou Lombardo (Sociology and Criminal Justice) to get copies of cluster reports for those clusters that have already been approved (Llombard@odu.edu; 683-3800);
- Work on finding and building connections between and among courses so that the various themes of the cluster can be met (though in different ways depending on the combinations of disciplines a student takes) regardless of the courses a student takes; share syllabi and reading lists;
- Think of how students will see the connections between courses in the cluster. Maybe a required course, or an option where two courses are overview type and four are specific applications; and
- Have someone serve as "Cluster Coordinator."

PITFALLS:

- Don't think that all courses need to be in the catalog at present; new courses can be thought about and developed as a result of thinking about how instruction in a discipline relates to a specific problem or issue;
- Don't have too many prerequisites for courses that are part of a cluster (where possible have completion of Lower level General Education related prerequisites);
- Try to ensure that students will have to have courses from at least two different disciplines outside of their major;
- Be sure there is a commitment (signed off on by department chairs) to offer the courses in a cluster on a regular basis (so a student can complete a cluster in two years).

PROPOSAL FORMAT FOR A NEW UPPER-LEVEL GENERAL EDUCATION CLUSTER

In developing proposals for new clusters, faculty involved should focus on completing the following tasks. The completed tasks will form the basis of the Cluster Proposal.

Basic Requirements: (a) no more than six courses, (b) at least one writing intensive course, and (c) at least one course from Natural or Social Sciences and at least one from Humanities.

1. **Defining the central focus of the cluster:** What is this cluster all about? How does the statement reflect the cross-disciplinary focus? Develop a concise statement of the cluster's theme or focus (no more than five sentences).
2. **Defining the cluster's goals:** What should students come away with once they have completed the cluster? What are the knowledge, skills, and perspectives they should obtain by completing the cluster?
3. **Exploring and making explicit the links between courses:** What explicit links exist among the courses in the cluster? Perspectives? Topics? Readings? Assignments? (See Matrix of Courses and Themes)
4. **Ensuring that any three-course combination accomplishes the cluster's goals:** What needs to be added, changed, or developed for individual courses to make this happen? Using the Matrix for a Cluster with Five Goals Identified, indicate how any three courses selected for the cluster accomplish the goals specified.
5. **Identifying Cluster Supporting Activities:** What extra-curricular (outside of the classroom) activities are suggested for students and/or faculty to support the focus of the cluster?
6. **Identifying Ways of Assessing Clusters:** What strategies, information would be useful to collect as measures for continuing cluster development and for judging a cluster's success?

These proposals should be submitted through college curriculum committees and deans to Faculty Senate Committee A (Undergraduate Curriculum and Programs).

Matrix for Cluster with Five Goals Identified
CLUSTER GOALS

| COURSE | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|------------------|---------------|---------------|---------------|---------------|---------------|
| Course #1 | | | | | |
| Course #2 | | | | | |
| Course #3 | | | | | |
| Course #4 | | | | | |
| Course #5 | | | | | |
| Course #6 | | | | | |

REQUEST FOR ADDING COURSES TO CLUSTERS
[COMPLETE ALL ITEMS FOR ADDING NEW COURSE TO CLUSTER]

1. Subject Area Prefix: _____
2. Course Number: _____
3. Course Title: _____
4. Cluster Number [1-11]: _____
5. Cluster Title: _____
6. Course Description (540 Characters)

7. Prerequisite Course(s)

8. How does the course fit the themes of the cluster? (Attach cluster matrix)

9. How often would the course be offered? (Attach tentative two-year schedule)

10. How accessible is the course to the general student population (in terms of prerequisites, etc.)?

11. **Attachments:** Please attach the following:
 - A. Course syllabus
 - B. Cluster matrix (can be obtained from University Cluster Coordinator)
 - C. Tentative two-year schedule for offering course

12. APPROVALS

Originator(s) of Request

Date

Department Chair of Originator

Date

Chair, College Curriculum Committee

Date

Dean of College

Date

University Cluster Coordinator

Date

Chair, Committee A

Date

Office of Academic Affairs

Date