



OLD DOMINION
UNIVERSITY

IDEA FUSION

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

OFFICE OF ACADEMIC AFFAIRS

2017

TABLE OF CONTENTS

Introduction	4
Program-Related Actions	
New and Spin-off Degree Program Proposals	6
Proposed Timetable.....	10
Degree Program Modification.....	11
Program Merger.....	13
Program Discontinuation or Curtailment.....	17
Course-Related Actions	
Proposing New Courses and Modifying or Deactivating Current Courses	21
General Education Courses	22
Upper-Level Writing Intensive Courses within the Major.....	23
Upper-Level General Education Actions	
Option A: Minors	25
Option B: Interdisciplinary Minors.....	25
Option C: International Business and Regional Courses or Certification.....	27
Option D: Courses Outside the Major College.....	29
Majors.....	30
Certificates: Credit and Non-Credit.....	32
Appendices	34

APPENDICES

A.	Old Dominion University Policies Related to Curricular Changes	35
	1. Approval of Curricular Changes, New Courses, and Course Changes.....	36
	2. Review of Academic Programs, Departments, or Colleges for Possible Curtailment or Discontinuance.....	38
	3. Policy on Program Review	40
	4. Policy on Certificate Programs.....	41
B.	Catalog Revision Process/Catalog Management (CAT)	42
C.	Curricular Approval Form.....	44
D.	Proposal for a New Minor or Significant Changes to an Existing Minor	47
E.	Proposal for a New Certification Program	50
F.	Course Inventory Management (CIM).....	53
G.	Proposals for Changes in General Education Courses	55
	Part 1	56
	Part 2	58
	Part 3	92
H.	State Council of Higher Education for Virginia (SCHEV) Policies, Procedures, and Forms Related to Curricular Actions at Public Institutions.....	93
	1. State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions.....	94
	2. Program Proposal (New, Spin-off, or Certificate) Cover Sheet	95
	3. Format for Revising Academic Program Title, CIP Code or Degree Designation Cover Sheet.....	99
	4. Format for Merging Academic Programs Cover Sheet	100
	5. Intent to Discontinue an Academic Degree Program Cover Sheet.....	102
	6. Virginia Public Higher Education Policy on Program Productivity	103
	7. Program Productivity Review Institutional Action Form.....	108
	8. Certificate Program Definitions	110
I.	Example of Successful Program Submission (Modeling and Simulation)	111

INTRODUCTION

The purpose of the *Undergraduate Curriculum Development and Change Policies and Procedures Manual* is to provide information related to the development, revision, and discontinuation of undergraduate curricula at Old Dominion University. 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 curricula or the discontinuation of programs.

The manual includes sections on program- and course-related actions as well as other curricular components such as majors, minors, and certificates. The individual sections outline the required actions in order to implement the various types of curriculum changes.

Appendices cover the relevant Old Dominion University, SCHEV and SACSCOC policies, procedures, and forms that govern new academic programs and other curricular changes.

Questions about undergraduate policies and procedures may be directed to the Assistant Vice President for Undergraduate Studies.

PROGRAM-RELATED ACTIONS

NEW AND SPIN-OFF DEGREE PROGRAM PROPOSALS

The following describes the process for developing a proposal for new and spin-off degree programs, including the internal and external steps for approval. They involve extensive reviews 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) must approve a new degree program [see Appendix H (1) & (2)]. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approves new programs when a substantive change is proposed (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>).

A. Program Proposal Development—Exploration

1. The concept for a new program or spin-off program originates at the department/school level, usually generated by an individual faculty member or a small group of faculty—the program developers.
2. The concept—formulated into a brief written preliminary proposal that describes the program, including a rationale and course requirements—is discussed among the program developers, the department/school chair and the dean. Together, they determine whether (a) the plan is viable, (b) there is support for developing the concept further, and (c) there are adequate resources for implementation.
3. If a positive response is received at the department/school and college levels, the program concept is presented to the Vice Provost for Academic Programs.
 - a. The Vice Provost evaluates the concept to: develop an understanding of the program being proposed; determine whether it fits within the scope of the University’s mission, goals, and strategic plan; define its unique characteristics; identify similar programs at other Virginia institutions; explore alternative ways of implementing the curriculum; and test the program concept in terms of student/employer demand and resource implications.
 - b. The SCHEV Liaison informally consults with SCHEV staff members for guidance about the program concept.
4. Based on the criteria noted in item 3.a. (above), as well as on guidance from SCHEV, the Vice Provost will make a recommendation to the Provost as to whether a comprehensive program proposal should be approved for development. The Provost may consult with the Vice Provost and Dean (and President, if needed) about the viability of the program concept to ascertain their interest in moving forward with a proposal to be developed in accordance with SCHEV guidelines.
5. If program viability appears inadequate, the Provost informs the Vice Provost that the plan must be abandoned or reformulated. The Vice Provost then informs the developers and the dean of the need to abandon or alter the plan.

6. If program viability is strong, the Provost authorizes a comprehensive program proposal to be prepared for SCHEV. The SCHEV Liaison works directly with the program developers and coordinates the formal proposal development process described below.

Note: Proposals for a new program should be included in department/school and college planning and operating budget proposals.

B. Program Proposal Development—Formal Documentation

1. The SCHEV Liaison works directly with the program developers on drafting the formal program proposal, completing the internal and external review process, submitting documentation to SCHEV and SACS/COC (if the latter is required), and implementing the program. In addition to oversight and coordination, the SCHEV Liaison is responsible for the following actions.
 - a. Thoroughly briefing the program developers from the department/school and/or college on SCHEV's approval process and requirements.
 - b. Creating a program proposal development timetable that identifies the major steps in the process as well as deadlines for their completion.
 - c. Ensuring that meetings take place between program developers and:
 - i. Institutional Research—for assistance in preparing data on the enrollment and degree productivity of similar programs offered by other institutions in Virginia and in projecting enrollment data for the new program;
 - ii. Institutional Assessment—for assistance with assessment planning, curriculum mapping and other assessment efforts related to the new program
 - iii. University Librarian—to determine the adequacy of current library holdings to support the proposed need to purchase additional materials
 - iv. Distance Learning—to ascertain appropriate technologies that may be needed in delivery of the program.
2. The program developers draft the proposal according to SCHEV format guidelines and requirements. During this time they work closely with the SCHEV Liaison. This part of the process usually involves the review of one or more drafts of the proposal. The program developers must also address the items listed below as part of the proposal development process.
 - a. All program proposals must include a resource needs section to be prepared following the SCHEV format. The program developers 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 resource 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 SCHEV Liaison is satisfied that the draft program proposal is complete, the draft is forwarded to SCHEV for review. Revisions are 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 finalizes the completed program proposal, incorporates input from external reviewers, if available, and makes a recommendation on its approval to the department/school chair.

Note: 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 undergraduate curriculum committee.
3. The curriculum committee reviews the program proposal and makes recommendation on approval to the dean.
4. The dean reviews the proposal, taking into consideration the recommendations of the department/school faculty, department/school chair, and college curriculum committee, and makes a recommendation to the Provost and Vice Provost for Academic Affairs.

Note: The dean ensures that the resource requirements identified in the program proposal are justified and outlines a plan for obtaining such resources, including operating budget requests or biennial budget initiatives if necessary.

5. The Provost reviews the program proposal and prior recommendations, with approval, as appropriate, from the Provost's or Dean's Council and the senior Academic Affairs staff.
6. The Provost transmits the program proposal to the Chair of the Faculty Senate for review and recommendation by the appropriate committee.
7. The Faculty Senate committee's 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. The committee submits a recommendation on the program proposal to the full Faculty Senate for review.
8. The Faculty Senate deliberates the committee's guidance and makes a recommendation on the program proposal; this recommendation is subsequently submitted to the Provost and President.
9. The President reviews and approves the proposal, followed by its submission to the Academic and Research Advancement Committee of the Board of Visitors for review and recommendation to the full Board.

10. The Board of Visitors reviews the Committee's recommendation and takes a formal action on the approval of the program proposal.
11. The SCHEV Liaison prepares the final program proposal for submission to the State Council of Higher Education for Virginia (SCHEV). The Liaison also prepares 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 mission, and describe funding plans including reallocation or other resource actions.

D. External Program Review and Approval: SCHEV

1. The SCHEV Liaison works with faculty and SCHEV staff members throughout the internal process to ensure the program proposal meets all requirements. SCHEV generally requires one year (or more) of lead time for its processes. The SCHEV staff reviews the program proposal, communicating with the SCHEV Liaison on items requiring clarification and/or additional information. The staff then submits its recommendation on approval to SCHEV's Academic Planning Committee for inclusion on the agenda of an upcoming meeting.
2. The SCHEV Academic Affairs Committee meets to review the program proposal. At this meeting, the program developers, Dean, and SCHEV Liaison are available to answer questions and/or provide clarification related to the program.
3. The Academic Affairs Committee makes a recommendation to the full SCHEV board for approval; the recommendation may also include stipulations related to the program's implementation.
4. SCHEV formally notifies ODU of its recommendation, and the Provost forwards the notification to the Vice Provost, Dean, Chair, and program developers.

E. External Program Approval: SACSCOC

Generally, new and spin-off degree programs are not submitted to SACSCOC for approval. Those that meet the guidelines for Substantive Change at SACSCOC Accredited Institutions (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>) may be subject to notification and/or approval. In those cases, the President or designee (SACSCOC Liaison) must notify the SACSCOC President about the new degree program at least six months prior to the planned implementation date. Documentation related to state approval, along with the prospectus, are submitted to SACSCOC along with the letter of notification. If SACSCOC requires notification or approval, the steps in this process include the following:

1. SACSCOC determines whether a prospectus is necessary and notifies the University accordingly; such a document more fully describes the new degree program, and may be required if the program has unique characteristics.
2. If a prospectus is required, it is prepared by the Office of Assessment, working with the Vice Provost and submitted not later than six months prior to the program's scheduled

implementation date. Other University offices may also be involved in the development of a prospectus, depending on the nature and scope of the program.

3. SACSCOC reviews the program materials and prospectus (if required) and notifies the University about its decision to approve the program.

F. Implementation

1. Once the University has obtained internal and external approvals, courses and program information are entered into CourseLeaf for inclusion in the Undergraduate Catalog and Banner (See Appendices E and F). Subsequently, preparations for program implementation begin, and may include the following:
 - a. Student recruitment plan
 - b. Course scheduling
 - c. Faculty recruitment and/or assignments
 - d. Preparation of program information for the *Undergraduate Catalog*, web site, brochures, and any other communication materials
 - e. Budget requests, as necessary
 - f. Addressing of stipulations set forth by SCHEV and/or SACSCOC, if included in approvals

2. The program is launched.

Program Proposal Development/Approval Common Timetable

January	Identification of program proposal developer; needs assessment completed
February	Presentation of initial proposal/concept to SCHEV Liaison Departmental curriculum meetings
March	Internal review at college level (curriculum committee)
March	Meeting with SCHEV Liaison on revised proposal Presentation of proposal for approval to Provost's or Dean's Council; forwarding of proposal to Faculty Senate
March-November	Continued work on drafts, to include input from SCHEV staff
October	Faculty Senate approval
December	BOV approval
January	Finalize proposal with SCHEV staff
February	Formal submission of proposal to SCHEV
May	SCHEV approval
August	Program implementation

DEGREE PROGRAM MODIFICATION

The University undergoes an established process for making changes to previously-approved degree programs. Such revisions frequently involve a change in the program title, degree designation (such as B.A. to B.S.), or the CIP (Classification of Instructional Programs) code. This process is used by SCHEV to make relatively minor—as opposed to substantive—revisions to existing programs. SCHEV must approve requests for program revisions using the procedures, format, and guidelines contained in Appendix H (3) for review and approval. Steps in the process at ODU are as follows:

1. Discussions about the proposed program revision(s) take place among the department/school chair, the dean, and the SCHEV Liaison prior to the development of a formal proposal that details the changes.
2. When the chair, dean and SCHEV Liaison reach consensus about the revision(s), the chair, in collaboration with the SCHEV Liaison, prepares a proposal with descriptions/justifications. The proposal—following SCHEV formatting—covers each of the items below:
 - a. A description of the change being proposed
 - b. The rationale for change
 - c. Plans for assessment of student learning and performance
3. If the proposed revisions involve more than a change in the degree designation or program title, the proposal must also provide details about the following items:
 - a. The curriculum
 - b. The transition of current students to the revised program
 - c. Information related to any potential impact on the program's specialized accreditation
4. The chair forwards the proposal to the department/school undergraduate curriculum committee; the committee notifies the chair of its recommendations, which are subsequently forwarded to the college undergraduate curriculum committee.
5. The college curriculum committee reviews the proposal and makes a recommendation to the chair and the dean.
6. The dean reviews the proposal and submits a recommendation on the proposed revision(s) to the SCHEV Liaison.
7. The SCHEV Liaison consults with the Vice Provost for Academic Affairs, who informs the Provost of the modifications.
8. The Vice Provost approves the modifications.
9. The SCHEV Liaison submits the modification proposal to SCHEV.

10. When SCHEV approves the proposal (potentially after a review period of 2-3 months), revisions are implemented during the term and year indicated in the proposal. Information about the revised program will be included in the next *Undergraduate Catalog* published by the University, as entered by the department (see Appendix B).
11. Depending on the program revision, it may be necessary to inform SACSCOC of the change(s) in accordance with the provisions of the *Substantive Change Policy for SACSCOC Accredited Institutions* (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>). If requested, the Vice Provost submits a prospectus to SACSCOC.

PROGRAM MERGER

The following section describes the process for merging two or more existing academic degree programs into a single academic degree program. The process is similar to the one used for the development and approval of a new degree program. The format for the formal 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 H (4).

A. Merger Proposal Development—Exploration

1. The dean(s) of the college(s) and chair(s) of the department(s)/school(s) interested in program merger discuss the proposal to do so. Each ensures, respectively, that the college(s) and unit(s) identify plans for such a merger.
2. The dean(s) and chair(s) present the proposal to the SCHEV Liaison, who informs the Vice Provost of the plan.
3. The SCHEV Liaison provides the dean(s) and chair(s) a copy of SCHEV's policies and procedures for program merger. The Vice Provost simultaneously informs the Provost of the exploratory stage in this merger proposal.
4. The SCHEV Liaison consults with SCHEV staff members about the merger proposal, and requests guidance on the process.
5. The Vice Provost makes a recommendation to the Provost on merger viability and implementation planning. The discussion with the Provost also includes alternative approaches to offer the curriculum and resource implications of the merger.
6. The Provost consults with the dean and President, as needed, about the merger proposal, including resources implications, viability, and competitive programs in the Commonwealth.

B. Merger Proposal Development—Formal Documentation

1. When the concept is approved internally, the SCHEV Liaison works directly with the proposal developers, initially providing specific information and forms on proposal submission for SCHEV and (if necessary) SACSCOC. The SCHEV Liaison also provides copies of the SCHEV policies and procedures guidelines to the program developers.
2. The program developers draft the proposal according to SCHEV guidelines. During this time they work closely with the Vice Provost and the Office of Assessment. This part of the process usually involves the review of one or more drafts.
3. When the SCHEV Liaison is satisfied that the draft program merger proposal is complete, a copy is provided to the Vice Provost for review and comment. Revisions are made to the draft proposal as necessary.

C. Internal Merger 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 chair(s).
2. The chair(s) review the proposal and make a recommendation to the dean(s).
3. The dean(s) submit the proposal to the appropriate committee of the college faculty governance structure(s), usually a curriculum committee, for a review and recommendation to the dean(s), through its usual process. Simultaneously, the dean(s) ensure that resource requirements for the merger are identified and justified in the department / school budget proposal and included in the college proposal.
4. The dean(s) review the proposal, taking into consideration any required resources for the merger, along with recommendations of the department/school faculty, chair(s), and college committee(s), and make a recommendation to the Provost and Vice Provost.
5. The Provost reviews the merger proposal and prior recommendations with his/her senior staff and Provost's or Dean's Council, and makes a recommendation to the President.
6. The Provost's staff transmits the merger proposal to the Chair of the Faculty Senate for review and recommendation by the appropriate committee(s).
7. The Faculty Senate committee reviews the proposal with the faculty developer(s), chair(s), and dean(s), as needed, and subsequently submits its recommendation on the merger to the full Faculty Senate.
8. The Faculty Senate reviews the committee's recommendation and makes a recommendation on the program merger to the Chair of the Faculty Senate.
9. The Faculty Senate Chair forwards the Faculty Senate's recommendation on the merger proposal to the Provost and President.
10. The President receives recommendations and approves the program merger proposal.
11. The Provost submits the merger proposal to the Board of Visitors' Academic and Research Advancement Committee for review and recommendation to the full Board.
12. The Academic and Research Advancement Committee reviews the program merger proposal and makes a recommendation to the Board of Visitors.
13. The Board of Visitors reviews the Committee's recommendations and takes action on the approval of the program merger proposal.
14. Following the Board's approval, the required copies of the final program proposal are prepared by the SCHEV Liaison for submission to SCHEV.

D. External Merger Proposal Review and Approval: SCHEV

1. SCHEV staff reviews the program merger proposal, communicating with the Vice Provost and/or Provost on items needing clarification and/or additional information. The staff then submits its recommendation on approval to the Council's Academic Affairs Committee for inclusion on the agenda of an upcoming meeting.
2. The program developers, dean, and SCHEV Liaison attend the Academic Affairs Committee meeting to respond to questions from the Committee. The Committee makes a recommendation to SCHEV for approval.
3. SCHEV formally notifies the University of its action on the program merger proposal. A copy of the notification is provided to the appropriate dean(s), chair(s), and proposal developers.
4. The merger is implemented as approved by SCHEV.

E. External Review and Approval: SACSCOC

If necessary, the President, through the University's SACSCOC Liaison, notifies the SACSCOC President about the merged degree program at least three months prior to the planned implementation date. Details about the need for this review may be found at the SACSCOC link <http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>. If this external review is required:

1. SACSCOC determines whether a prospectus related to the merger is necessary and notifies the University accordingly. If a prospectus is required, it is prepared by the merger proposal developers, working with the Office of Assessment, and submitted not later than six months prior to the program merger's scheduled implementation date.
2. SACSCOC reviews the program materials and/or prospectus and notifies the University about its decision to approve the merger.

F. Implementation

1. The University receives notification of SCHEV (and possibly SACSCOC) approval and addresses any stipulations noted by one or both organizations.
2. Implementation begins—including student recruitment, budget requests, course scheduling, faculty assignment/reassignment/recruitment, *University Catalog* program and course descriptions (see Appendices E and F) and other actions related to this merged program.
3. Faculty members ensure students in former programs have teach-out plans or transfer into merged program plans. Acceptance of new students begins.
4. Discontinuance of previous programs ensues (next section).

PROGRAM DISCONTINUATION OR CURTAILMENT

There are University, SCHEV, and SACSCOC 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 refers to a significant reduction in the scope of the program. The Old Dominion University policies on discontinuation or curtailment may be found in Appendix A and SCHEV policies, procedures and forms are located in Appendix H (5). In addition, Appendix H (7) 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 information outlines the steps that must be taken to discontinue or curtail an approved degree program.

A. Initiation of Program Discontinuation or Curtailment

1. The chair (or other academic administrator) consults with administrators and faculty involved in overseeing the program about discontinuation or curtailment of the program.
2. The initiator submits documentation to the chair and/or dean regarding the proposed action for either discontinuation or curtailment of a program. The written recommendation must include:
 - a. The specific facts precipitating the need for program discontinuation or curtailment;
 - b. A description of the proposed change and its rationale;
 - c. A preliminary analysis of financial impact;
 - d. A projection of the possible impact of affected faculty, staff, students;
 - e. A revised human resource plan; and
 - f. A timetable for implementation.
3. The dean provides documentation on discontinuation or curtailment to the Vice Provost for Academic Affairs.

B. Internal Review and Approval of Proposal for Discontinuation or Curtailment

1. The dean, chair, and college undergraduate curriculum committee conducts a review of the program. This review includes the following criteria, at a minimum:
 - a. Relevancy and relationship of the program to the mission and objectives of the College and University;
 - b. Overall quality of the program;
 - c. Cost and revenues associated with the program;
 - d. Student enrollment and productivity;
 - e. Current and projected relationship to other programs;
 - f. Distinctive features of the program;

- g. Impact on women and minorities;
 - h. Implications with respect to research;
 - i. Impact on student needs;
 - j. Placement and employment opportunities for students; and
 - k. Alternatives to discontinuation or curtailment of the program.
2. The Vice Provost provides documentation to the Provost for analysis; the Vice Provost simultaneously submits the review, recommendations and other appropriate documentation to the Chair of the Faculty Senate and President of the Student Government Association.
 3. The Faculty Senate and Student Government Association forward their recommendations to the Provost.
 4. The Provost reviews all of the materials (reviews, recommendations, and other appropriate documentation) and makes a recommendation on discontinuation or curtailment of the program to the President.
 5. The President reviews all documentation, and makes a recommendation to the Board of Visitors for action.
 6. The Board of Visitors reviews the recommendations, and approves discontinuation or curtailment of the program.

C. External Approval: SCHEV (Discontinuation Only)

1. Upon the approval of the Board of Visitors to discontinue a degree program, a formal proposal, according to the SCHEV format contained in Appendix H (5), will be prepared by the Vice Provost for Academic Affairs, in collaboration with the faculty/department/school, college, or other appropriate unit at the University.
2. If the proposed program closure is in a critical shortage area, question #9 related to critical shortage areas 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 SCHEV Liaison will work with the faculty to prepare a proposal for discontinuation.
4. The completed proposal is submitted to SCHEV for review and approval.
5. 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.
6. SCHEV notifies the Provost of its action on the proposed program discontinuation.
7. Copies of SCHEV's notification are distributed to the appropriate department/school chair and dean.
8. The University proceeds with actions described in the proposal to discontinue the academic degree program.

D. External Approval: SACSCOC (Discontinuation Only)

The President, through the University's SACSCOC Liaison, notifies the SACSCOC President about the closed program immediately following the decision to end a program. The following steps take place in this process:

1. The SACSCOC Liaison provides SACSCOC with a description and timeline for the planned teach-out and the University's notification to students regarding this plan.
2. SACSCOC reviews the Teach-out Agreement and notifies the University about its acceptance of this plan.

COURSE RELATED ACTIONS

PROPOSING NEW COURSES AND MODIFYING OR DEACTIVATING CURRENT COURSES

The following actions relate to the development and approval of new undergraduate courses, modification of currently approved courses, and deactivation of existing courses. A copy of Old Dominion's policy on approval of course-related actions and the process required for such actions are located in Appendices E and F.

1. Faculty members propose establishing a new course, modifying a current course, or deactivating an existing course and submit this proposal to the department/school chair. The Course Inventory Management (CIM) system in Courseleaf will be used to process and record this transaction (see Appendix F). This system follows a workflow in which the new, revised or discontinued course is approved in a step-by-step process.
2. The department/school chair submits the course proposal to the department/school committee that has responsibility for reviewing and making recommendations on undergraduate curriculum.

Note: If the proposal is to deactivate 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.

3. The department/school curriculum committee reviews the proposal and submits it to the department/school chair.
4. The department/school chair reviews the proposal, taking into consideration any comments from the chairs of departments/schools that use the course in their programs, and submits the proposal to the college undergraduate curriculum committee for review and recommendation.
5. The college committee reviews the course proposal and submits it 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 submitted 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 November 1 while requests for new courses may be submitted at any time.
7. The Assistant Vice President for Undergraduate Studies, the Provost's designee for course approval actions, reviews the proposal recommended by the dean, college committee, and department/school chair and committee.
 - a. Questions about potential duplication, missing information, and rationale will be directed to the chair and college dean for response.
 - b. The Assistant Vice President makes a decision on approval of behalf of the Provost, consulting with the Provost or Vice Provost for Academic Affairs, as necessary.
8. Courses not offered for five years will be deactivated by the Office of Academic Affairs. Deans will be informed of these actions.
9. 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 the semester following approval.

- b. Changes to currently approved courses will be effective with the publication date of the next *Undergraduate Catalog* (see Appendix B).
- c. Courses approved for deactivation will be discontinued at the end of the academic year in which the action is requested.
- d. All actions related to new courses, course changes and course deactivations will be included in the next edition of the *Undergraduate Catalog* (see Appendix B).

General Education Courses

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 approval by Committee A of the Faculty Senate and the Office of the Provost and Vice President for Academic Affairs.

Proposals related to General Education courses follow the same procedure identified above (for proposing new courses or modifying existing courses). In addition, Parts 2 and 3 (Appendix G) must be submitted to the Assistant Vice President for review and submission to Committee A of the Faculty Senate.

Committee A reviews the proposal for a new course related to the General Education Program requirements and submits its recommendation to the Assistant Vice President. If Committee A recommends that the course be added to the General Education Program requirements, it will follow the same procedure as other courses, and given the appropriate letter designation. If Committee A recommends against adding the course to the General Education Program requirements, it will remain as a regular undergraduate course, as approved by the college and the Assistant Vice President.

Committee A also reviews proposals to change current General Education courses and submits its recommendation to the Assistant Vice President.

ESTABLISHING 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 entered through the Course Inventory Management system (Appendix F), the department/school proposing a major course for the W designation must provide additional information related to writing-intensive requirements. The following areas must be included in the proposal.

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 department/school must also submit General Education Parts 2 (expected outcomes) and 3 (syllabus) as part of this process. Appendix G includes forms related to this requirement.
5. 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 for the proposal to the Provost.
6. With approval of the Provost or her/his designee, the course will be assigned a W designation and included in the next edition of the *Undergraduate Catalog*. This is accomplished through Course Inventory Management System (see Appendix F).

UPPER-DIVISION GENERAL EDUCATION

OPTION A: MINOR AND OPTION B: INTERDISCIPLINARY MINOR

The following describes the process for establishing a minor. If approved, undergraduate students who complete the minor will fulfill the upper-level General Education Program requirements under Option A or Option B (see *Undergraduate Catalog—Undergraduate Degree Requirements*). The review and approval process for a new minor is 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. In the case of an interdisciplinary minor, each department/school Chair and Dean is involved.
2. Faculty members in one or more departments/schools 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 Upper-Division Studies Outside the Major with Option A or Option B (see *Undergraduate Catalog—Undergraduate Degree Requirements*). It will be recorded on or accompanied by a *Proposal for a New Minor or Significant Changes to an Existing Minor* (see Appendix D). The proposal must also include evidence of the demand/need for the proposed minor.

B. Proposal Review

1. The proposal for the minor is submitted to one or more department/school undergraduate curriculum committees for review and recommendation. The recommendation by the committee(s) is transmitted to the department/school chair(s) for review.
2. The department/school chair(s) review the minor proposal, taking into consideration the recommendation of the curriculum committee. The chair(s) make a recommendation on approval, and forward the proposal to the college(s) undergraduate curriculum committee(s) for review.
3. The college curriculum committee(s) review the proposal and make a recommendation to the dean(s).
4. The dean(s) review the proposal, taking into account all prior recommendations, and make a recommendation.
5. If approved by the dean(s), the proposal is submitted to the Office of Academic Affairs for review by the Provost's designee, the Assistant Vice President for Undergraduate Studies.
6. The Assistant Vice President reviews the proposal for a new minor recommended by the dean(s) and college/department/school committees.

- a. The Assistant Vice President consults, as necessary, with members of the Provost's staff on questions related to approval of the proposed minor. Questions about potential duplication, missing information, and rationale will be directed to the appropriate dean(s) for response.
- b. The Assistant Vice President forwards 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.

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(s)/ school(s) and will be included by the department(s) in the next edition of the *Undergraduate Catalog*. (See Catalog Management, Appendix B)

OPTION C: INTERNATIONAL BUSINESS AND REGIONAL COURSES OR AN APPROVED CERTIFICATION PROGRAM SUCH AS TEACHING LICENSURE

The following describes the process for establishing an approved Upper-Division General Education set of requirements under Option C (see *Undergraduate Catalog*—Undergraduate Degree Requirements). Currently, the International Business Regional Courses and the Professional Education Core in Teaching Licensure programs are established at ODU; both meet Upper-Division General Education requirements under Option C. Approval for an additional certification program may be proposed by a department with the review and approval process being internal and culminating with the President.

A. Proposal

1. The concept for a certification program should be reviewed with the department/school chair, college dean, and Provost or designee prior to the development of a formal proposal.
2. Faculty members formulate a proposal that fully describes 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 Upper-Division Studies Outside the Major with Option C (see *Undergraduate Catalog*—Undergraduate Degree Requirements).

B. Proposal Review

1. The proposal for a new certification program (see Appendix E) is submitted to the department/school undergraduate curriculum committee for review and recommendation. The recommendation by the committee is transmitted to the department/school Chair for review.
2. The department/school Chair reviews the proposal, taking into consideration the recommendation of the curriculum committee. The Chair 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 Dean.
4. The Dean reviews the proposal, taking into account all prior recommendations, and makes a recommendation.
5. 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.
6. The Assistant Vice President reviews the proposal recommended by the Dean and college/ department/school committees.

- a. The Assistant Vice President consults, as necessary, with members of the Provost's staff on questions related to approval of the Option C proposal. Questions about potential duplication, missing information, and rationale will be directed to the appropriate dean(s) for response.
- b. The Assistant Vice President forwards the proposal and all supporting documentation to the Faculty Senate's Committee A (Undergraduate Curriculum and Programs) for review and recommendation since Option C may be used to fulfill upper-level General Education Program requirements.

C. Proposal Approval

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

D. Implementation

A new approved certification program under Option C will become effective with the term requested by the department/ school and will be included in the next edition of the *Undergraduate Catalog* (see Catalog Management, Appendix B).

OPTION D: UPPER-DIVISION COURSE WORK FROM ANOTHER COLLEGE OUTSIDE OF AND NOT REQUIRED BY THE MAJOR

There are no internal or external approval processes for Option D. Students are advised to enroll in courses as specified for this requirement (see *Undergraduate Catalog*—Undergraduate Degree Requirements).

Six hours of elective upper-division course work from outside (and not required by) the student's major are required in this option. Transfer courses and study abroad courses may be used to meet the requirement. Military Science and Leadership (MSL) and Naval Science courses (NAVS) may also be used to meet the Option D requirement for all students, regardless of the student's major and college. Further details about this option may be found in the *Undergraduate Catalog*.

MAJORS

The following describes the steps necessary to propose and obtain approval of a new major in a currently approved degree program. The policies and form related to this type of curricular action are located in Appendices A and B.

A. General Rules

1. The proposed major 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 major cannot be established under a graduate degree and a social science major could not be included in an engineering degree.
2. The major within a degree program must include a minimum of 25% of the core area of the program. For example, a degree program in business administration includes core courses for all majors within that program, and those core courses comprise more than 25% of the degree requirements (exclusive of general education).
3. The development of a new major should be included in the department/school and college planning and budgeting process, as needed.
4. The proposal must include a full description of the new major, including the curriculum, a rationale for implementing it, target audiences, and resource needs.
5. The proposal process is internal and requires review and recommendation by the department/school, college undergraduate curriculum committee, and dean, as well as approval by the Provost.

B. Development and Approval Process

1. Discussion should take place between the faculty member(s) proposing a new major and the department/school chair, college dean, and Assistant Vice President for Undergraduate Studies about its feasibility/acceptability of the concept.
2. Assuming the concept is acceptable, a proposal development team is established to design the new major, collect market data, as needed, 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 major, 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 Vice Provost for Academic Affairs and other administrators or faculty, as appropriate, reviews the proposal, and makes a decision on the implementation of the major.

C. Implementation

Faculty and department chairs are encouraged to launch new majors when the subsequent edition of the *Undergraduate Catalog* is published. The Catalog Management (CAT) system, in Appendix B, is accessed when revising the catalog.

D. Changes to Majors

Faculty and department chairs who wish to make revisions to majors will do so via the Curricular Approval Form. Such changes will include a description of the proposed change, rationale, new requirements, and other specific information required to process the change.

CERTIFICATES: CREDIT AND NON-CREDIT

The following describes the process for proposing and approving academic-credit-based and non-credit-based certificate programs. A certificate is generally defined as a coherent course of study with specific requirements, generally including an average of four or five classes.

Credit-based certificates require internal approval as well as external notification and possible approval. All certificates developed after 2012 are submitted to SCHEV in a formal notification process. The University policy that specifically defines certificates is included as Appendix A (4). The form used for the proposal is available in Appendix C; attachments, as appropriate, are included with the form.

A. Credit-Based Certificates

1. A proposal for the 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 a closely-related set of disciplines.

The proposal—submitted on a Curriculum Change Approval Form—clearly describes the certificate and its level and purpose, provides details about the curriculum, defines the requirements (at minimum the completion of nine credit hours in a coherent sequence of courses with a 2.00 grade point average for undergraduate students), includes a rationale, documents the demand/need for the certificate, projects anticipated enrollment, discusses any resource implications, describes the plan for assessment, and identifies the planned implementation date.

2. The interested faculty consult with the Vice Provost for Academic Affairs or his/her designee to determine next steps. The Vice Provost consults with SACSCOC to determine whether SACSCOC approval is required.
3. The certificate proposal is submitted for review and recommendation to the appropriate department/school curriculum committee, department/school Chair, college undergraduate curriculum committee, and college Dean.
4. The college Dean submits the proposed certificate with his/her recommendation, together with all previous recommendations, to the Provost for review and approval.
5. Documentation related to the new certificate is completed and forwarded to SCHEV.
6. If the certificate involves a substantive change, according to SACSCOC definitions (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>), the Vice Provost works with the department to provide SACSCOC with all necessary documentation related to this new offering.
7. Once approved by the Provost, and entered into the *Undergraduate Catalog* (see Appendix B), the certificate may be launched on the date specified.

B. Professional Development/Continuing Education (Non-Credit) Certificate

1. The proposal for a new non-credit certificate is developed and/or reviewed by the faculty and appropriate continuing education administrator and submitted to the Dean of the College of Continuing Education and Professional Development. The proposal must address the curriculum and student demand; it will also identify projected revenues, required resources, and faculty members who will teach the course(s).
 - a. If the proposal is developed by someone other than the continuing education/public service director, such as a faculty member, the individual who initiated the proposal, along with the associated director, will make a recommendation to the Dean of the College of Continuing Education and Professional Development and the dean of the college in which the faculty resides regarding whether the certificate should be approved.
 - b. If the proposal was developed by the continuing education director, it will be submitted to both deans for review and approval.
2. The college dean and the Dean of the College of Continuing Education and Professional Development and/or their designees review the proposed certificate and make a decision as to whether it will be implemented. They 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 and the Dean of the College of Continuing Education and Professional Development, the proposed certificate will be launched.

APPENDICES

APPENDIX A

Old Dominion University Policies Related to Curricular Changes

University Policy on Approval of Curricular Changes, New Courses and Course Changes

A. Curricular Changes

1. Significant curricular changes, such as creation of a major or minor, creation or deletion of emphasis areas, degree policies or changes that exceed the University's minimum, or other substantial changes in curriculum will neither be effective nor implemented without the approval of the Provost and Vice President for Academic Affairs.
 - a. Recommendations at the appropriate departmental, college, and University levels will precede the decision by the Provost and Vice President for Academic Affairs. This process includes department chairs, departmental and college governance committees related to curriculum, the dean of the academic college and the Faculty Senate (when applicable, such as for General Education requirements).
 - b. In addition, all proposed changes in curriculum that rely upon the resources of another college or department will require consultation and agreement by the providing unit prior to approval by the Office of Academic Affairs.
2. All curricular changes will be fully documented and indicate all approvals. At a minimum, this documentation will include a full description of the change, rationale, resources needed if applicable, and implementation process, which will include a plan for notification of students and a timetable.
3. Approved changes will be effective with the publication of the next Catalog. Changes shall not normally be applied to students graduating under earlier Catalogs.
4. Changes may not be accepted during the Catalog preparation period. The deadline for the submission of any curricular changes that are intended to be effective the beginning of the following academic year should be December 1.

B. Credit-Bearing Courses

All requests for new credit-bearing courses or course changes must be submitted in the proper format to the Office of the Provost and Vice President for Academic Affairs after review and approval by the appropriate department and college committee, the department chair and the dean.

1. Changes in courses that are offered as service courses for majors in other departments should be discussed with the chairs of such departments prior to approval of the change. Proposed deactivation of courses that are offered as service courses for majors in other departments will require consultation and agreement by the affected department prior to approval by the Office of Academic Affairs.
2. Requests for changes in existing courses to be active for the next academic year should be submitted before November 1. Approved changes in existing courses will be effective with the publication of the next Catalog. Requests for new courses may be submitted at any time to be effective no sooner than the next semester.
3. The Office of Academic Affairs will identify courses not offered for five years and inform the affected department chair and dean that the courses will be

deactivated. These courses will remain active only upon the request of the department chair and approval from the Office of Academic Affairs.

C. Noncredit Courses

1. All requests for new noncredit courses or course changes must be submitted in the proper format to the Office of the University Registrar after review and approval by the appropriate dean.

- Approved by the president
January 22, 1988
Revised August 4, 1996
Revised October 28, 2004
Revised April 9, 2007
Revised October 17, 2012

University Policy on the Review of Academic Programs, Departments or Colleges for the Purpose of Possible Curtailment or Discontinuance

1. General Statement of Policy

This policy provides the process for evaluation that shall be followed for the review of academic programs, departments or colleges for the purpose of possible curtailment or discontinuance.

The process described in this policy should be conducted expeditiously by all participating, reviewing, recommending, and deciding bodies. Failure to comply with the time limits may cause a forfeiture of the right to comment, review or recommend. Time limits shall be calculated in calendar days.

2. Process for the Evaluation of Programs, Departments or Colleges

The following process shall be followed in evaluating academic programs, departments, or colleges for possible curtailment or discontinuance.

1. The affected unit's program director, chair, academic dean, or provost and vice president for academic affairs ("initiator") may initiate the action for possible curtailment or discontinuance. The initial recommendation, with the approval of the provost and vice president for academic affairs, if he/she is not the initiator, shall be in written form and provided simultaneously to the dean(s) of the affected unit(s), and the affected unit(s). The initial recommendation shall specify the facts precipitating the need for change, the proposed change and rationale and preliminary analysis of financial impact. This document shall also project the possible impact upon affected faculty, staff, and students; a revised human resource plan for these individuals; and the desired timetable for implementation.
2. The initiator shall consult closely with the administrators and faculty of the affected unit(s).
3. Upon receipt of the initial recommendation, and within forty-five (45) days, the dean(s) and the unit(s) to be affected, including the relevant college governance unit(s), shall, either jointly or separately, conduct an appropriate review of the program, department, or college, considering, among other things, the following criteria. The criteria need not be evenly weighted, nor should the list be considered exclusive.
 - a. The relevancy and relationship of the program to the mission and objectives of the college and university.
 - b. The overall quality of the affected unit presently and potentially.
 - c. Cost and revenues associated with the affected unit.
 - d. Student enrollment/productivity.
 - e. The current and projected relationship to other programs, departments, or institutions.
 - f. Distinctive and unique features in 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 curtailment, discontinuation, consolidation, or significant reorganization.
4. Within fifteen (15) days prior to the expiration of the time for review, the provost and vice president for academic affairs shall notify the chairs of the Senates that materials will be sent to them for action pursuant to this policy.
5. After review at the college level, the academic dean (including the college's governance unit(s)), and the affected unit will forward their recommendations, with all supporting documentation, within the time prescribed, simultaneously to the Faculty Senate, Student Senate and provost and vice president for academic affairs for review.
6. Within thirty (30) days of receipt of materials, the Faculty and Student Senates shall forward their recommendations to the provost and vice president for academic affairs.
7. The provost and vice president for academic affairs shall conduct an independent analysis of the initial recommendation (unless he/she initiated the process). Within fifteen (15) days of receipt of recommendations from the Senates, the provost and vice president for academic affairs shall review the recommendations of the dean(s), affected unit(s), Faculty Senate and Student Senate and make a recommendation of proposed action to the president.
8. Within fifteen (15) days of receipt of the provost and vice president for academic affairs' recommendations, the president shall review the recommendation of proposed action, consult any parties which are deemed appropriate, and make a final decision on whether or not the program, department or college shall be curtailed or discontinued. Upon completion of this review, the president shall make a recommendation on the matter to the Board of Visitors for action. After the Board has made its decision on the matter, the president shall inform all members of the university community in an appropriate manner.
3. To the greatest extent possible, the status quo shall be maintained within and with respect to the affected unit(s) until such time as a final decision has been reached by the Board of Visitors and it has directed the president to take action.

- Approved by the Board of Visitors
March 11, 1991

University Policy on Program Review

Institutional vigor, integrity, and distinction are dependent in good measure on a regular and critical review of ongoing programs. This process should not be prompted solely by the imperative of visitations by professional, regional, or national accrediting agencies. The university should regularly affirm that its academic offerings continue to serve the legitimate professional, intellectual, and aesthetic needs of the community and region that it serves. Refinement and redefinition of the types and scope of programs should reflect changing societal needs while maintaining the selective educational core undergirding all baccalaureate programs and the selective and distinctive character and quality of graduate programs. Old Dominion University subscribes to this principle and shall continue to pursue a regular schedule of assessment.

A new impetus has been added to the need for program review. Universities are being confronted not only by changes in student demographics and societal needs but by decreasing fiscal resources. The result is an added objective for program review. Besides identifying weak programs or programs that are no longer relevant, the developing need to reduce the scope of institutional offerings will require that choices be made between and among programs. Selective program curtailment or discontinuation will be necessary in order to maintain the level of support and excellence of the remainder.

The policy is designed to describe the process and the basis for making the choices. It is recognized at the outset that there is no simple way to quantify the inherent value of a discipline. The criteria are intended to explore each program in terms of the university mission, student demand, program interrelationship, cost factors (productivity), and the impact of program curtailment or discontinuation. Based on the responses and subsequent to broad-based institutional discussions, judgments will be made. While prompted by fiscal constraints, it is clearly understood that university status dictates that some program judgments will represent educational objectives and values and resource allocations which mitigate comparison with cost and other factors of other programs. The continuing objective of the assessment process is to retain the appropriate balance among academic programs, research, enrichment activities, and public service. In sum, the changing environment requires a dynamic and timely response in order to maintain levels of excellence and to fulfill the mission of the university.

-Approved by the president
October 1, 2003

University Policy on Certificate Programs

Old Dominion University offers a variety of certificate programs that meet the same high-quality standards as its academic degree programs, while addressing the specific needs of students and professionals. Certificates may be pursued in conjunction with or independent from graduate or undergraduate degree programs.

Certificate programs offered by Old Dominion University include the following:

Credit-Bearing Programs

Certificate programs: These programs are available for those seeking a formal award certifying completion of undergraduate- or graduate-level work in academic or occupational fields of study. Such certificates are ideal for individuals who wish to explore areas of professional interest or for those who need to fulfill accreditation requirements. Such programs generally include a minimum of nine credit hours and a maximum of 21 credit hours.

Certificate of Advanced Graduate Studies (CAGS): The curriculum in such programs is designed for those seeking a formal award certifying completion of study beyond the master's level in an academic or occupational field of study. These programs are usually intended for professional licensure or professional development, and may be completed prior to or concurrent with doctoral studies, for those interested in such pursuits. The programs generally require a minimum of 24 credit hours.

The Curricular Approval Form must be completed for all new, revised, or discontinued credit-bearing certificate offerings, and submitted to appropriate parties for approval within six months of program initiation or discontinuance. Final approval of the Provost and Vice President for Academic Affairs is required.

Faculty in departments offering certificates will identify residency requirements for all prescribed coursework. The Office of the University Registrar confers certificates to those who have met requirements for these programs.

Non-Credit-Bearing Programs

Certificate programs: Non-credit certificates in specific fields may be offered and awarded by colleges at the University upon approval by the appropriate faculty and administrators. These programs are designed to provide continuing education experiences to individuals or groups, usually in a specific profession or vocation. Content in these offerings alone will not meet the requirements of credit-bearing coursework, unless otherwise specified.

The design of all non-credit certificates must follow University guidelines as established by the Office of Academic Affairs.

-Approved by the President
October 17, 1978
Revised May 21, 2014

APPENDIX B

Catalog Revision Process/Catalog Management (CAT)

Catalog Management (CAT) Editing the *Undergraduate Catalog*

Those authorized to edit the *Undergraduate Catalog* will access **nextcatalog.odu.edu** via the Firefox browser, if available. The steps required for catalog revisions include:

1. Logging in with Midas ID and password
2. Selecting *Undergraduate Catalog*
3. Using tabs along the right side to access page(s)
4. Clicking the Edit Page icon at the top of the left hand side of the screen; this reveals the author's toolbar
5. Clicking the "pencil" (edit) symbol at the area of the catalog copy or the particular course requiring revision(s)
6. Making edits as needed
7. Saving the edits by clicking OK at the bottom of the page
8. At the conclusion of editing, clicking the green Start Workflow button in the lower right section of the page. (**Note:** All authorized editors of the page must have completed their edits prior to launching Start Workflow.)
9. Logging off by exiting the browser, closing the page or choosing "file" and "exit."

Department Chairs, Associate Deans, and other "approvers" in the CourseLeaf workflow will receive an automated email from Catalog Editor with a link to click on to review/edit and approve changes for courses and catalog edits as in the example below.

From: Catalog Editor [<mailto:lilypadu@notify.courseleaf.com>]
Sent: Wednesday, October 12, 2011 11:53 AM
To: Bowman, Judy
Subject: [Catalog] Review Request: jbowman

The catalog has pending changes for your review, including
/undergraduate/olddominionuniversity/index.html.
Please visit:
<http://nextcatalog.odu.edu/courseleaf/approve/?role=jbowman>
to review pages and provide your feedback.

CONTACTS (for authorization and assistance):

Undergraduate Catalog
757.683.3260

Graduate Catalog
757.683.6406

APPENDIX C

Old Dominion University Curricular Approval Form

**OLD DOMINION UNIVERSITY
CURRICULAR APPROVAL FORM**

The Curricular Approval Form should be used to propose (a) new programs, new majors/concentrations, or certificates, (b) simple modifications (i.e., change of delivery format or increasing/decreasing the total credit hours by fewer than six credits), (c) substantial modifications (i.e., significant changes to the core curriculum or focus of the program, conversion to new delivery format that is different from what was originally approved, increasing/decreasing total credit hours by six to 12 credits), (d) changes or revisions that exceed University minimum requirements, or (e) discontinuation of a program, major/ concentration, or certificate. Examples of changes that exceed University minimum requirements would be an increase in the GPA for admission and the establishment of a minimum grade or overall GPA in a program.

All proposals must be approved by the Department Chair, College Curriculum Committee, Dean, External Department Chair (if the proposal impacts or involves another department or program), and the Office of Academic Affairs before implementation. If changes are intended to appear in the upcoming Undergraduate or Graduate Catalog, they should be submitted to the Office of Academic Affairs in accordance with Catalog deadlines.

Select Type of Program (check one):

Degree Program Major/Concentration Certificate

Proposed Action (check one primary action; one or more specific area of action):*

New Revision Discontinuance
 GPA requirement
 Other (specify here)

<input type="checkbox"/> Simple Modification	<input type="checkbox"/> Substantial Modification
<input type="checkbox"/> Additional delivery format	<input type="checkbox"/> Change to core/focus of program
<input type="checkbox"/> Change of 1-5 credit hours for degree	<input type="checkbox"/> Different delivery format
	<input type="checkbox"/> Change of 6-12 credit hours for degree

**Depending on the type of proposed action requested, notification or approval from SCHEV and/or SACS may be required.*

1. Name of Degree or Certificate Program (include concentration, if applicable):

2. Description of Proposed Change:

3. Rationale for Proposal:

4. Proposed Effective Term:

5. Program, Major/ Concentration, or Certificate Description and Requirements (to be used for catalog text):

If proposal includes new or revised courses, please submit the appropriate information through the online Course Inventory Management (CIM) process in CourseLeaf (nextcatalog.odu.edu/courseadmin). Note: Specific content courses are expected for each *certificate* proposal. (**Attach additional sheets, if necessary.**)

a. Admission Information (include requirements, standards, and deadlines, if applicable):

b. Degree Requirements:

c. Curriculum (Include complete Course List and/or Plan of Study – Indicate total number of credit hours)

d. Continuance Requirements (if applicable):

e. Exit or Graduation Requirements

6. Assessment Plan for new or revised programs, majors/concentrations, or certificates:
Completed in coordination with the Assistant Vice President for Institutional Effectiveness and Assessment. Please provide a summary of the planned assessment action.

7. Target Audience (be specific):

8. Course Delivery Modality(ies):

9. Resources Needed:

APPROVED:

_____ Originator of Request	_____ Date	_____ College Dean	_____ Date
_____ Department Chair	_____ Date	_____ External Department Chair(s) <i>(If the change impacts or involves another department or program)</i>	_____ Date
_____ Chair, College Curriculum Committee	_____ Date	_____ Undergraduate or Graduate Catalog Administrator in Academic Affairs	_____ Date
_____ Vice Provost/SACS Liaison	_____ Date		

After final approval, please return the form to the Undergraduate or Graduate Catalog Administrator who will provide copies of the form to the SCHEV Liaison, the Office of Institutional Effectiveness and Assessment, the Office of Institutional Research, and the relevant college(s) and department(s).

For Administrative Use Only

ADMINISTRATIVE CODING

Effective Term _____ Major Code _____
College _____ Degree Code _____
Department _____

APPENDIX D

Proposal for a New Minor or Significant Changes to an Existing Minor

**OLD DOMINION UNIVERSITY
PROPOSAL FOR A NEW MINOR
OR SIGNIFICANT CHANGES TO AN EXISTING MINOR**

A minor may be chosen by students to support the major, to offer greater job opportunities on graduation, or to provide recognition in a second area of study. Completion of an approved minor will meet the upper-division General Education requirement. A minimum of 12 credit hours, normally at the advanced level (300-400) in a specified field of study is required. Please refer to the *Undergraduate Catalog* for the complete policy on minors.

Minimum enrollment expectations for minors are five graduates in five years or the minor will be discontinued.

1. Name of proposed minor or minor to be changed:

2. Description of proposed minor or change to an existing minor:

3. Rationale for proposal: (address what the proposed minor will accomplish for students)

4. Majors likely to enroll in the minor (for new minors):

5. Projected enrollment and why (for new minors):

6. Proposed Effective Term:

7. Resources needed:

8. Program requirements: [List below all courses required for the minor, the prerequisites, and the total hours required for the minor. Submit the appropriate information through the online Course Inventory Management (CIM) process in CourseLeaf, nextcatalog.odu.edu/courseadmin, for all new courses/course changes]

9. Description (showing new copy or revised copy) for the next *Undergraduate Catalog*:

10. Schedule for offering courses for new minors (include whether the minor can be completed in two years and whether it will be available through Distance Learning):

11. Effect on current department course schedule—for new minors:

APPROVED

College Dean Date

Originator of Request Date

External Department Chair
(if applicable)

Department Chair Date

Chair, Faculty Senate
Committee A

Chair, College Committee Date

Provost

ADMINISTRATIVE CODING

Effective Term _____ Major Code _____

College _____ Degree Code _____

Department _____

APPENDIX E

Proposal for a New Certification Program

**OLD DOMINION UNIVERSITY
PROPOSAL FOR A NEW CERTIFICATION PROGRAM**

A certification program may be chosen by students to support the major, to offer greater job opportunities on graduation, or to provide recognition in a specific area of study. Completion of an approved certification program will meet the upper-division General Education requirement.

1. Name of proposed certification program:

2. Name of certification program sponsoring organization or agency:

3. Description of proposed certification program:

4. Rationale for program (address what the proposed certification program will accomplish for students):

5. Majors likely to enroll in the certification program:

6. Proposed Effective Term:

7. Resources needed, including human resources, library resources, facility resources, and funding resources:

8. Program requirements: [List below all courses required, the prerequisites, and the total hours required. Submit the appropriate information through the online Course Inventory Management (CIM) process in CourseLeaf (nextcatalog.odu.edu/courseadmin) for all new courses/course changes.]

9. Description (showing new copy or revised copy) for the next *Undergraduate Catalog*.

10. Schedule for offering courses (include whether the certification program can be completed in two years and whether it will be available through Distance Learning):

11. Effect on current department course schedule:

APPROVED

College Dean Date

Originator of Request Date

External Department Chair
(if applicable)

Department Chair Date

Chair, Faculty Senate
Committee A

Chair, College Committee Date

Provost

ADMINISTRATIVE CODING

Effective Term _____ Major Code _____

College _____ Degree Code _____

Department _____

Appendix F


Old Dominion University Course Inventory Management (CIM)

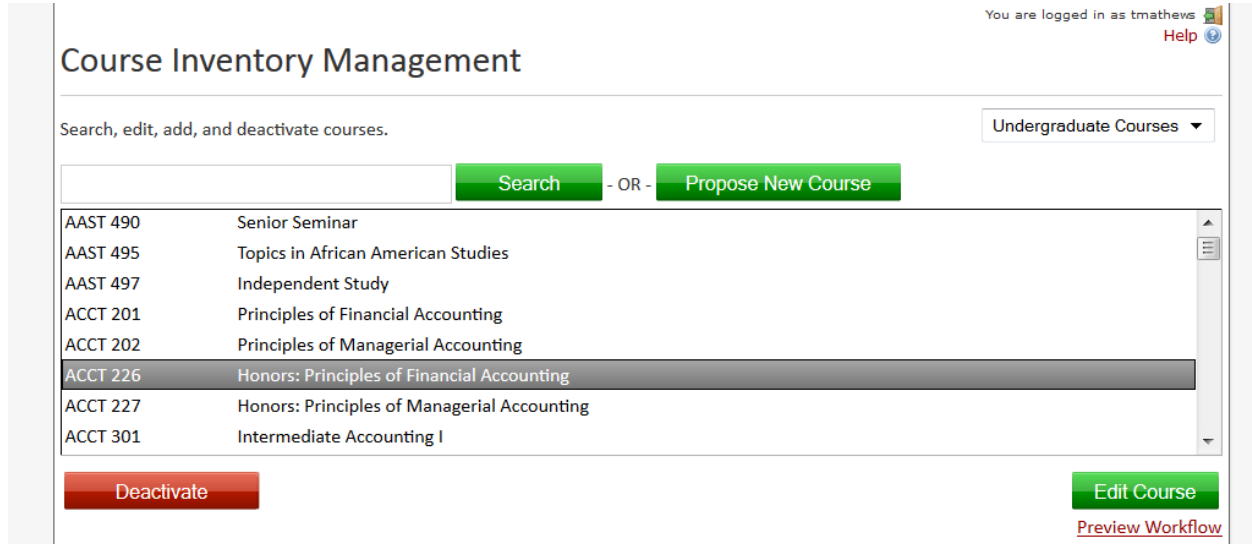
Course Inventory Management (CIM)

Proposal of New Courses, Course Changes and Course Deactivations


CIM site: nextcatalog.odu.edu/courseadmin

Authorized users may update and add courses as follows:

- For new courses *Propose New Course* is selected and data elements are entered.
- For course changes and deactivations, steps include:
 - selecting Search
 - selecting Edit Course or Deactivate
 - completing the data elements to be changed or an end term for course deactivation
- The *help* icon  offers additional information regarding entering the data elements. Help may also be found at Help.courseleaf.com.



Course Inventory Management

You are logged in as tmathews  [Help](#)

Search, edit, add, and deactivate courses. Undergraduate Courses ▼

Search - OR - Propose New Course

AAST 490	Senior Seminar
AAST 495	Topics in African American Studies
AAST 497	Independent Study
ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
ACCT 226	Honors: Principles of Financial Accounting
ACCT 227	Honors: Principles of Managerial Accounting
ACCT 301	Intermediate Accounting I

Deactivate Edit Course [Preview Workflow](#)

CONTACTS (for authorization and assistance):

Undergraduate Courses

757.683.3260

Graduate Courses

757.683.6406

Appendix G

Proposals for Changes in General Education Courses

Approved: _____
Department Committee Date

Department Chair Date

College Committee Date

Dean of College Date

Provost's Office Date

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #1 Written Communication/100 Level (Skills)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#1 Written Communication/100 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Develop rhetorical knowledge by: 1. Analyzing and composing multiple forms of writing to understand how genre conventions shape readers' and writers' practices and purposes;</i>				

Expected Outcome (#1 Written Communication/100 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>2. Practicing purposeful shifts in structure, content, diction, tone, formality, design, and/or medium in accordance with the rhetorical situation</i>				
Develop critical thinking, reading and information literacy skills by: <i>1. Composing and reading for inquiry, learning, critical thinking, and communicating;</i>				
<i>2. Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign</i>				
<i>3. Incorporating outside materials through quotations, paraphrase, and summary</i>				

Expected Outcome (#1 Written Communication/100 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
Develop effective strategies for drafting texts by: <i>1. Working through multiple drafts of a project and recognizing the role of reflecting, revising, and editing in the process</i>				
<i>2. Engaging in the collaborative and social aspects of writing processes, such as learning to give and to act on productive feedback to works in progress, both by and with peers and in one-on-one instructor conferences</i>				
<i>3. Critically reflecting on how they may further develop and apply writing skills in the future</i>				
Develop knowledge of conventions by: <i>1. Demonstrating competency in grammar, punctuation, and spelling</i>				
<i>2. Practicing genre conventions for structure, paragraphing, tone and mechanics</i>				

Expected Outcome (#1 Written Communication/100 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <i>more than</i> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>3. Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #2 Written Communication/200 Level (Skills)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#2 Written Communication/200 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Develop rhetorical knowledge by: 1. Analyzing and drafting a variety of compositions or genres shaped by readers' and writers' practices</i>				

Expected Outcome (#2 Written Communication/200 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <i>more than</i> <i>one</i> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>2. Transitioning between situations and contexts by adjusting structure, content, diction, and tone</i>				
<i>3. Matching the capacities of different technologies to a range of audiences and rhetorical situations</i>				
<i>4. Understanding that rhetorical situations differ across communities and disciplines</i>				
Develop critical thinking, reading, and information literacy skills by: <i>1. Using writing as a tool for critical thinking and reflection</i>				
<i>2. Reading and writing several genres that utilize analysis, reflection, narrative, critique, and argument skills</i>				
<i>3. Locating primary and secondary research materials among library resources and evaluating them for credibility, sufficiency, accuracy, timeliness, and bias</i>				

Expected Outcome (#2 Written Communication/200 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
4. Using strategies to compose texts that integrate the writer's ideas with those from appropriate sources				
5. Understanding that thinking, reading, and literacy skills differ across communities and disciplines				
Develop multiple strategies, or composing processes, to draft texts by:				
1. Working through multiple drafts of a writing project and reflecting on composing practices				
2. Exploring strategies for the writing process and adapting them for a variety of technologies and modalities				
3. Learning to give and to act on productive feedback to works in progress				
4. Understanding that composing strategies and processes differ across communities and disciplines				

Expected Outcome (#2 Written Communication/200 Level)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Develop knowledge of conventions by:</i>				
<i>1. Refining the understanding of linguistic structures, including grammar, punctuation, and spelling</i>				
<i>2. Practicing genre conventions for structure, paragraphing, tone, and mechanics</i>				
<i>3. Demonstrating a clear understanding of intellectual property rights and applying citation styles systematically, according to disciplinary conventions</i>				
<i>4. Understanding that conventions differ across communities and disciplines</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #3 Mathematical (Skills)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#3 Mathematical Skills)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight <i>(e.g., % of grade, # hrs of instr.)</i>

Expected Outcome (#3 Mathematical Skills)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Logical Reasoning: Students will be able to interpret sentences to contain the logical connectives “and,” “or,” “some,” “all,” and “none.” They will be able to use deductive reasoning to draw conclusions from a series of statements and to identify appropriate generalizations or trends.</i>				
<i>Computational Skills: Students will develop facility in the language and symbols of mathematics and will be able to perform basic calculations and operations related to the application of mathematics or statistics</i>				

Expected Outcome (#3 Mathematical Skills)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Data Interpretation: Students will be able to read and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. They will be able to use them to make predictions and draw inferences from the data.</i>				
<i>Problem Solving: Students will be able to read a word problem, set up the necessary equations that describe the problem, solve these equations using basic quantitative techniques, and interpret or draw a conclusion from the solution</i>				
<i>Quantitative Modeling: Students will be able to model physical and natural phenomena and assess validity of a model, make predictions from the model, and draw conclusions based on the model</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #4 Oral Communication (Skills)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#4 Oral Communication)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Relate the principles of public speaking to a variety of extemporaneous speech situations</i>				
<i>Develop skill in researching a topic for a speech or professional presentation</i>				

Expected Outcome (#4 Oral Communication)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Prepare and organize the content for a speech or professional presentation</i>				
<i>Improve the use of language in conveying messages</i>				
<i>Develop critical analysis while listening to speeches and professional presentations</i>				
<i>Deliver appropriate speeches and professional presentations using digital visual software with increased skill and confidence</i>				
<i>Develop an understanding of the communication styles and strategies of others</i>				
<i>Enhance the ability to express oneself with empathy and sensitivity, as well as with assertiveness</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #5 Information Literacy and Research (Skills)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#5 Information Literacy and Research)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Determine the nature and extent of the information needed for research</i>				
<i>Access information effectively and efficiently</i>				

Expected Outcome (#5 Information Literacy and Research)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Critically evaluate information and information sources, such as library databases, collections, or websites appropriate to the field of research</i>				
<i>Use information effectively to accomplish a specific purpose or to complete a specific project</i>				
<i>Understand the economic, social, legal, and ethical issues surrounding the access and use of information</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #6 Language and Culture (Skills)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#6 Language and Culture)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight <i>(e.g., % of grade, # hrs of instr.)</i>

Expected Outcome (#6 Language and Culture)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will be able to interpret (listening and reading) a language other than English at the novice level on the ACTFL standards of proficiency, or demonstrate through alternative means a similar or parallel knowledge of another language</i>				
<i>Students will be able to apply (speaking and writing) a language other than English at the novice level on the ACTFL standards of proficiency, or demonstrate through alternative means a similar or parallel knowledge of another language</i>				
<i>Students will be able to interpret non-verbal communications made by persons familiar with a language different from the student's own native language experience</i>				

Expected Outcome (#6 Language and Culture)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will be able to identify the significant criteria that enhance the cultural identity of individuals other than those from the student's native language experience</i>				
<i>Students will be able to distinguish the similarities and differences among individuals using the same language who live in different regions or different parts of the world</i>				
<i>Students will be able to discuss their role in developing cross-cultural understanding, or a similar or parallel understanding in another language</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #7 Human Creativity (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#7 Human Creativity)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will demonstrate an appreciation of aesthetic experiences in the chosen discipline</i>				

Expected Outcome (#7 Human Creativity)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students write and discuss these experiences with greater understanding, which necessitates critical analysis according to the norms of the discipline</i>				
<i>Students will critically assess the merits of their work and the work of others</i>				
<i>Students will critically assess the intellectual traditions reflected in a particular work</i>				
<i>Students will come to understand the value of common human needs and desires expressed through creative expression</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #8 Literature (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

--

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#8 Literature)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will critically analyze literature and assess its contribution to our cultural heritage</i>				

Expected Outcome (#8 Literature)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Through critical reading and analysis, students will develop an understanding of the effective use of the English language</i>				
<i>Through critical reading and analysis, students will develop the ability to make informed judgments about writers' style and content</i>				
<i>Students will develop an understanding of the perspectives of a diverse group of writers that may include women writers, minority writers, and writers from non-American cultures</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #9 The Nature of Science (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#9 The Nature of Science)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will demonstrate their comprehension of a body of scientific knowledge</i>				

Expected Outcome (#9 The Nature of Science)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will develop the ability to apply concepts to new situations, solve problems, and interpret evidence that is presented in various formats, such as verbally, numerically, and graphically as appropriate to the content of the course</i>				
<i>Students will be able to describe the domain and methods of scientific thinking, and be able to distinguish between questions that can and cannot be answered scientifically</i>				
<i>Students will describe the role of experiment and observation in the development of scientific theory and knowledge</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #10 Human Behavior (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#10 Human Behavior)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will compare basic theories and models and identify their strengths and weaknesses</i>				
<i>Students will be able to define key disciplinary vocabulary and terms</i>				

Expected Outcome (#10 Human Behavior)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will be able to identify professional applications of disciplinary concepts</i>				
<i>Students will describe how hypotheses and research questions are formed</i>				
<i>Students will describe how data are collected, measured, and analyzed</i>				
<i>Students will explain how the social sciences have contributed to our understanding of society</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #11 Interpreting the Past (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#11 Interpreting the Past)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will assess the strengths and weaknesses of historical methodologies</i>				
<i>Students will identify, explain, and use historical concepts and terms</i>				

Expected Outcome (#11 Interpreting the Past)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will hypothesize causal relationships in history such as economic, social, intellectual, political, and cultural issues</i>				
<i>Students will construct a critical chronology of the subject</i>				
<i>Students will identify basic elements of the relevant geography</i>				
<i>Students will make effectively logical and coherent arguments based upon factual evidence</i>				
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #12 Philosophy and Ethics (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

--

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#12 Philosophy and Ethics)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight <i>(e.g., % of grade, # hrs of instr.)</i>
LOWER DIVISION COURSE(S)				
<i>Students will acquire a basic understanding of several foundational questions in one or more of the major areas of philosophy, e.g., metaphysics, epistemology, and value theory (including ethics)</i>				

Expected Outcome (#12 Philosophy and Ethics)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Students will acquire a basic familiarity with the answers that diverse schools of philosophical or religious thought have proposed to foundational philosophical questions and the arguments with which they have supported these answers</i>				
<i>Students will acquire a facility with critical thinking and reasoning, especially concerning the construction and evaluation of arguments</i>				
UPPER DIVISION COURSE(S)				
<i>Distinguish between normative and descriptive questions and to reason critically about the former</i>				
<i>Describe, compare, and contrast diverse bodies of thought about what constitutes ethically acceptable conduct and an ethically good character</i>				
<i>Explain how ethical values are reflected in various cultural, social, economic, legal, and political practices and institutions</i>				

Expected Outcome (#12 Philosophy and Ethics)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <i>more than one</i> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
Attachments included:				

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(Completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #13 Impact of Technology (Ways of Knowing)

Request for: New Course Course Change Course Inactivation Course recertification
 Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

Note: List and submit Part 2 and Part 3 attachments for all courses used to satisfy the requirement.

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#13 Impact of Technology)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Describe the use and development of a given technology as a human and cultured activity</i>				

Expected Outcome (#13 Impact of Technology)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Understand and describe the components, mechanisms, and function of a technological system, such as information and communication, finance, energy production, industrial production, food production, international trade, transportation, education, etc.</i>				
<i>Discuss the impact that a given technology may have on its users: how it may change users' conception of reality and what users' perceptions and biases are toward it</i>				
<i>Understand and describe the potential consequences, both intended and unintended, of a given technology for individuals, nations, societies, and the environment</i>				

Expected Outcome (#13 Impact of Technology)	This section must be completed for all courses that are used to meet the requirement		Complete only if requirement is met by <u>more than</u> <u>one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Express informed opinions about the cost/benefit relationship of a given technology, with considerations for development or controlled limitations</i>				
<i>Understand and describe how technology has enabled the pace of change and interdependency that have accelerated globalization</i>				
<i>Describe the role of technology in defining ideas of progress and modernism</i>				
Attachments included:				

GENERAL EDUCATION—PART 3 of 3

**Old Dominion University
STANDARD SYLLABUS**

*(completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement # _____

Request for: New course Course change Course inactivation Course
recertification

Evaluate as: Skill Ways of knowing Writing intensive course Requirement met
in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

***List and submit Part 2 and Part 3 attachments for all courses that will be used to satisfy the requirement**

Faculty Senate Undergraduate Curriculum Committee A asks that a standard syllabus outline be attached that will be the model for all sections of the course. The Committee understands that each instructor teaches a general education course with some unique materials and emphases. However, the Committee wants to be assured that the core objectives and outcomes are assessed no matter who teaches the course.

The faculty of the University, with the assistance of the Office of Institutional Research and Assessment, are responsible for demonstrating to SACS and SCHEV that ODU is meeting standards for measuring and assessing attainment of student learning outcomes. This might include: an identification of course learning outcomes, assignments, testing metrics, and a review process that results in curriculum improvement and enhanced student learning.

Please attach a standard syllabus that will be used for all sections of this course. If multiple courses will be used to satisfy the requirement, please attach a syllabus for each course listed above.

Essential elements to be included in syllabus

- Course description
- Course objectives/goals
- Currently required text(s)
- Currently required materials, supplies, and software
- Evaluation criteria for grading


Appendix H

**State Council of Higher Education for Virginia
Links to Policies, Procedures, Forms**

State Council of Higher Education for Virginia

Article I. 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 policy for "Academic Programs at Public Institutions: Policies and Procedures for Program Approvals and Changes" contains definitions of these terms, specific policy statements, and detailed instructions. Forms and guide documents are provided below.

 [2016 Academic Approval Policy](#) (Full print version)

Academic Program Action Sought by Institution	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV
C.A.G.S. or Ed.S. ¹	X		
Certificates			X
CIP Code Change		X	
Degree Designation Change ¹		X	
First Professional Degree ¹	X		
Health Program ^{1,2}	X		
New Degree Program ¹	X		
Program Discontinuance		X ⁴	X ⁴
Program Merger		X ⁴	
Program Modification		X	X ³
Program Title Change		X	
Spin-Off Degree Program		X	
Sub Areas: Concentration, Emphasis, Focus, Major, Option, or Track			

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 §23.1-203(25) 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 Degree modifications defined as simple are reported to SCHEV. See guidelines and procedures.

⁴ Submit the "Intent to Discontinue an Academic Program" cover sheet and requisite narrative. Action to remove a degree designation must be approved by SCHEV staff.

The following forms are required for document and proposal submissions. SCHEV will not accept altered forms. Institutions should not change the SCHEV text or categories.

Article II. Academic Program Cover Sheets

[Intent-to-Discontinue-Academic-Program-Cover-Sheet](#)

[Merged-Academic-Program-cover-sheet](#)

[Modified-Academic-Degree-Program-cover-sheet](#)

[Program Proposal-CoverSheet](#)

[Revising-An-Academic-Program-Cover-Sheet](#)

Article III. Academic Program Forms

[Projected Enrollment Sheet Form](#)

[Resource Needs Part A Form](#)

[Resource Needs Part D Form](#)

Article IV. Resource Needs Forms

[Program Resource Needs Part B and C form](#)

[Program Resource Needs Part B and C form, Alternative](#)

[Projected Positions for the Merge Program form](#)

Article V. Guide Documents

[Addendum A Facilitated Guidance Degree Program Approval](#)

[Certificate Program Definitions](#)

[Guide Document.Certificate Template](#)

[Guide Document. Merger Format and Headings](#)

[Guide Document.Modified Degree Program Document Format and Headings](#)

Formula for FTE enrollment

([Student/faculty ratio] X [number of FTEF=2]) = FTE enrollment.

A. Four-Year Institution Quantitative Standards by Discipline and Level

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Master's/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
Group 1	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
Group 2	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
Group 3a	36	9	18	6	14	3
Agric & Natl Resources						
Architec & Env Design						
Computer/Information Sys						
Fine & Applied Arts						
Foreign Languages						
Group 3b	36	9	16	5	12	2
Biological Sciences						
Engineering						
Physical Sciences						
Group 4	24	6	14	5	10	2
Health Professions ¹						
Pharmacy	-	-	12	4	-	-
Other	-	-	34	11	-	-
Law	-	-	34	11	-	-

¹ Excludes medicine, dentistry, and veterinary medicine

State Council of Higher Education for Virginia
Certificate Program Definitions

These certificate definitions were developed by SCHEV staff to guide public institutions in preparing submissions to SCHEV when instituting new certificate programs. Generally, any new certificate program should fall within the boundaries of one of the categories of certificate listed below.

Note: If it should be necessary—due to particular disciplinary, certification, or other requirements—to design a certificate program that departs from these parameters, the institutional submission should include an appropriate explanation and citation of applicable external standards.

Baccalaureate/undergraduate certificate

A program of study in which all course work is at the bachelor level. The required number of courses varies, with a minimum of 9 credit hours and a maximum of 18 credit hours.

Post-baccalaureate certificate

A program of study designed to further undergraduate education that does not require enrollment in a graduate-level degree program. The required number of courses varies, with a minimum of 9 credit hours and a maximum of 15 credit hours of coursework beyond the bachelor's degree. The majority of required courses are at the graduate level with a limited number of courses at the upper division baccalaureate level. A prerequisite of a baccalaureate degree is required for admission.

Graduate Certificate

A program of study requiring graduate level coursework in a particular subject or area of specialization. The required number of courses varies, with a minimum of 12 credit hours and a maximum of 24 credit hours. A prerequisite of a baccalaureate degree is required for admission.

Post-Professional Certificate

A program of study in which the required number of courses varies, with a minimum of 12 credit hours and a maximum of 24 credit hours of graduate level coursework. A prerequisite of a baccalaureate degree or master's degree and licensure or national certification in a professional field is required for admission.

Certificate of Advanced Graduate Study (CAGS)

A program of study that is intermediate between the master's and doctorate level. The required number of courses varies depending on the discipline and coursework consists of advanced graduate study. A prerequisite of a master's degree is required for admission.

Note: Graduate certificate programs requiring more than 24 credit hours will be reviewed to determine whether the program of study is a certificate of advanced graduate study (CAGS).

June 6, 2014

Appendix I
Example of Successful Undergraduate Program
Through Internal and External Processes
Program Launched 2017

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal <u> X </u> Spin-off proposal <u> </u> Certificate document <u> </u>
3. Name/title of proposed program Sport Management	4. CIP code 31.0504
5. Degree/certificate designation Bachelor of Science	6. Term and year of initiation Spring 2017
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 Spring 2017	9. Date approved by Board of Visitors December 3, 2015
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u> Department of Human Movement Sciences </u> School(s) or college(s) of <u> Darden College of Education </u> Campus(es) or off-campus site(s) <u> Norfolk campus </u> Mode(s) of delivery: face-to-face <u> X </u> distance (51% or more web-based) <u> </u> hybrid (both face-to-face and distance) <u> </u>	
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. Jeanie Kline, Ed.D. SCHEV Liaison 757.683.3261 jkline@odu.edu	

TABLE OF CONTENTS

DESCRIPTION OF THE PROPOSED PROGRAM.....	1
PROGRAM BACKGROUND.....	1
MISSION.....	2
ACCREDITATION	2
ADMISSIONS CRITERIA.....	3
TARGET POPULATION.....	4
CURRICULUM.....	4
STUDENT RETENTION AND CONTINUATION PLAN.....	7
FACULTY.....	7
PROGRAM ADMINISTRATION.....	8
STUDENT ASSESSMENT.....	8
WORKPLACE COMPETENCIES.....	12
PROGRAM ASSESSMENT.....	13
EXPANSION OF EXISTING PROGRAMS.....	14
RELATIONSHIP TO EXISTING DEGREE PROGRAMS.....	14
COLLABORATIVE OR STANDALONE PROGRAM.....	14
JUSTIFICATION FOR THE PROPOSED PROGRAM.....	15
RESPONSE TO CURRENT NEEDS.....	15
EMPLOYMENT DEMAND.....	17
STUDENT DEMAND.....	19
SUMMARY OF PROJECTED ENROLLMENTS.....	19
DUPLICATION.....	19
PROJECTED RESOURCES NEEDS.....	21
APPENDICES.....	27
APPENDIX A – SPECIALIZED ACCREDITATION	
APPENDIX B – SAMPLE PLAN OF STUDY	
APPENDIX C – COURSE DESCRIPTIONS	
APPENDIX D – ABBREVIATED CVs FOR FACULTY	
APPENDIX E – EMPLOYMENT DEMAND—LETTERS OF SUPPORT	
APPENDIX F – EMPLOYMENT DEMAND—JOB ANNOUNCEMENTS	
APPENDIX G – EXCERPTED RESOURCE	

Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to initiate a Bachelor of Science (B.S.) in Sport Management to begin spring 2017 in Norfolk, Virginia. This program will be offered through the Department of Human Movement Science in the Darden College of Education.

The purpose of the Bachelor of Science in Sport Management is to provide students with the knowledge, skills, and abilities needed to be successful in entry-level positions within sport-oriented organizations or to transition to the field if they are currently in a different career path. Students will learn how to effectively communicate with various stakeholders in order to plan, promote, and implement sporting events. They will be able to work independently and as part of a team to manage tasks and meet organizational objectives.

Specifically, graduates of this program will be able to create communication materials common to the sport industry such as press releases, game recaps, social media messaging, marketing plans, sponsorship proposals, financial plans, and risk management assessments. Graduates will be qualified to pursue a variety of positions in the areas of sales, marketing, ticketing, social media coordination, promotions, sponsorship acquisition and activation, facility management, event operations, player personnel management, and community relations for college athletics, professional sports, sport facilities and events, health and fitness clubs, amateur sport organizations, and other sport agencies.

Although the first sport management programs were established on the graduate level, colleges and universities are increasingly offering undergraduate degrees in sport management as the industry continues to prosper and requires individuals uniquely trained for the sport industry.² As explained by respected academicians Crosset and Hums, “The growth of sport management as an academic field was prompted by the sport industry’s need for well-trained managers.”³ As the discipline of sport management grew in the 1980s, the Sport Management Arts and Science Society (SMARTS) was established, in part to identify curricula that would produce quality sport industry managers. That group was the foundation for the scholarly organization now known as the North American Society for Sport Management (NASSM).⁴

The first official curriculum in sport management at Old Dominion was established in 1996 and followed the curriculum standards prescribed by the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) Joint Task Force on Sport Management Curriculum and Accreditation. These standards were “developed to meet

² Crosset, T.W., & Hums, M.A. (2012). History of Sport Management. In L.P. Masteralexis, C.A. Barr, & M.A. Hums (Eds.), *Principles and practice of sport management* (4th ed.) (pp. 3-25). Sudbury, MA: Jones & Bartlett.

³ Crosset & Hums (2012), p. 20

⁴ Crosset & Hums (2012)

the contemporary needs of the sport industry so that students studying sport management have the educational background to function effectively within a sport management setting” (p. 160).⁵

The core content areas that “provide undergraduate students with the essential common body of knowledge in sport management” (p. 161) include behavioral dimensions in sport (i.e., sport sociology, sport psychology), management and organizational skills in sport, ethics in sport management, marketing in sport, communication in sport, finance in sport, economics in sport, legal aspects of sport, governance in sport, and field experience in sport management.⁶

According to the Joint Task Force, “those institutions meeting and maintaining the required level of quality for accreditation of sport management programs will be sound choices for students in search of quality professional preparation” (p. 160).⁷

Mission

The mission of the institution says: “Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The Bachelor of Science in Sport Management will align with the university’s mission by providing a rigorous academic program that prepares graduates for entry-level positions in the areas of both participatory and spectator sport that rely heavily on collaborative partnerships with public and private organizations. Graduates will be prepared to work in a wide variety of sport industry organizations, such as professional sports, college athletics, event and facility operations, ticketing management, corporate sport management and marketing firms, non-profit sport organizations, health and fitness industries, golf and tennis clubs, and youth sports.

Accreditation

The undergraduate program at ODU was approved by the Sport Management Program Review Council (SMPRC) in 2001 under the NASPE-NASSM standards. Prior to the renewal date in 2009, SMPRC was dissolved and replaced by the Commission on Sport Management Accreditation (COSMA). COSMA now serves as the accrediting body for Sport Management higher education programs. It is "a specialized accrediting body whose purpose is to promote and recognize excellence in sport management education worldwide in colleges and universities at the baccalaureate and graduate levels through specialized accreditation."⁸ As part of its continuing work, COSMA was launched in 2008 to provide an organization that would officially recognize undergraduate and graduate programs meeting characteristics of excellence in sport management education.⁹

⁵ NASPE-NASSM Joint Task Force on Sport Management Curriculum and Accreditation (1993). Standards for curriculum and voluntary accreditation of sport management education programs. *Journal of Sport Management*, 7, 159-170. http://www.cosmaweb.org/uploads/2/4/9/4/24949946/brass_%26_pitts_article_1993.pdf

⁶ NASPE-NASSM (1993)

⁷ NASPE-NASSM (1993)

⁸ <http://www.cosmaweb.org/about-cosma.html>

⁹ <http://www.cosmaweb.org/history.html>

According to Eagleman and McNary, if “programs wish to remain competitive in attracting students and placing them in jobs following graduation, they should take a close look at comparing their current curricula against both COSMA’s recommendations and practitioners’ perspectives to ensure they are best meeting the needs of their students” (p. 13-14).¹⁰ In order to be considered for accreditation, institutions must submit a comprehensive self-study document and host a site visit as a final evaluation of the programs.

ODU is interested in pursuing COSMA accreditation but is currently unable to do so within the sport management program's existing structure as a concentration within physical education; this has been addressed in a letter from the COSMA Board of Commissioners. Once this program is approved, the ODU sport management program would be eligible for COSMA accreditation. Faculty will begin the application process toward this accreditation in Fall 2018, and anticipate full accreditation by Fall 2020.

Appendix A addresses the requirements for accreditation, as noted by the COSMA Board of Commissioners.

Admission Criteria

The requirements for a Bachelor of Science in Sport Management include:

- A completed online application
- A high school diploma or GED for traditional freshman students
- Official copies of transcripts from all regionally-accredited post-secondary institutions attended, with a GPA of 2.5 or better, for those who have attended previous institutions; as many as 90 credit hours may be transferred to meet degree requirements, with the exception of a minimum of 12 credit hours of upper-level courses in the major
- A Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers
- Optional documentation for prospective students who choose to submit such materials may include reference letters, a personal essay or other materials selected by the applicant.

Target Population

The Bachelor of Science in Sport Management targets individuals who are interested in securing entry-level positions in the sport industry, particularly when specific positions require a

¹⁰ Eagleman, McNary (2010). What are we teaching our students? A descriptive examination of the current status of undergraduate sport management curricula in the United States. *Sport Management Education Journal*, 4(1), 1-17. http://s3.amazonaws.com/academia.edu.documents/6335823/Eagleman_McNary_SMEJ_Vol4_2010.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1477407668&Signature=FFJi7%2BF99Lnu7LLw411owyAAoQU%3D&response-content-disposition=inline%3B%20filename%3DWhat_are_we_teaching_our_students_A_desc.pdf

baccalaureate degree. The program attracts both first-time freshmen and transfer students (including those with previous work experience) who are interested in studying the business of sport and the important role that sport plays in society.

Curriculum

The curriculum for the Bachelor of Science in Sport Management requires 120 semester credits and follows the Common Professional Component (CPC) topical areas set forth by the Commission on Sport Management Accreditation (COSMA). These topics have been identified as key content areas within the sport management field, and are therefore required to be adequately covered within the content of undergraduate sport management degree programs:

- A) Social, psychological and international foundations of sport
- B) Management
 - 1) Sport management principles
 - 2) Sport leadership
 - 3) Sport operations management/event & venue management
 - 4) Sport governance
- C) Ethics in sport management
- D) Sport marketing and communication
- E) Finance/accounting/economics
 - 1) Principles of sport finance
 - 2) Accounting
 - 3) Economics of sport
- F) Legal aspects of sport
- G) Integrative experience (such as a capstone experience or internship)

Adhering to these content areas, the proposed program has a curriculum that is relevant, current, and acceptable in the field.

The five (5) required courses from the Strome College of Business provide students with foundational knowledge and principles relevant to all businesses, including those within the sport industry. The business courses provide students with basic knowledge in accounting, economics, marketing, and management that is further developed and applied in their sport management core courses. The business courses strengthen the curriculum by better preparing our students for the business-oriented environment inherent to the sports industry.

The curriculum, shown below, is comprised entirely of existing courses at the University.

Lower Division General Education (38-44 credit hours)

Written Communication Skills	6 credits
Oral Communication	3
Mathematical Skills	3
MATH 102M - College Algebra or MATH 103M - College Algebra with Supplemental Instruction or MATH 162M – Pre-calculus I	
Language and Culture	0-6*

Information Literacy and Research	3
Human Creativity	3
Interpreting the Past	3
Literature	3
Philosophy and Ethics	
The Nature of Science	8
Human Behavior	3
ECON 200S - Basic Economics	
or ECON 201S - Principles of Microeconomics	
Impact of Technology	3

*Students who earned a high school diploma before December 31, 1985 and those whose native language is not English are exempt from this requirement. Others may meet the requirement if they have a transfer associate degree that satisfies all lower-level general education coursework or if they have successfully completed three years of one language or two years of two different languages in high school. If this has been met, no course work is needed for this category.

Business-Oriented Courses (15 credit hours)

ACCT 201	Principles of Financial Accounting	3 credits
ACCT 202	Principles of Managerial Accounting	3
ECON 202S	Principles of Microeconomics	3
MKTG 311	Marketing Principles and Problems	3
MGMT 325	Contemporary Organizations & Management	3

Sport Management Core Requirements (46 credit hours)

SMGT 214	Introduction to Sport Management	3 credits
SMGT 305	Sport Administrative Theory	3
SMGT 315	Sport Media and Public Relations	3
SMGT 331	Fiscal Planning and Management in Sport & Recreation	3
SMGT 414	Sport Marketing	3
SMGT 421	Legal Aspects in Rec & Sport Management	3
SMGT 450W	Ethics and Morality in Sport	3
SMGT 452	Sport Facility Management	3
SMGT 453	Event Management and Sport Sponsorship	3
SMGT 455	Sport in Contemporary Society	3
SMGT 456	Sport Psychology	3
SMGT 366	Internship Seminar	1
SMGT 368	Internship	12

Upper Division General Education (6-15 credit hours)

A minor in management or marketing is recommended; however, students have the following options, as noted in the University catalog:

Option A

A University-approved disciplinary minor, second degree or second major, with advisor approval

Option B

A University-approved interdisciplinary minor

Option C

International business and regional courses or an approved certification program

Option D

Six (6) hours of elective upper division courses from outside the College of Education (not required in the major)

Electives (0-15)

Students will work with their advisor to select elective coursework sufficient to reach the minimum requirement of 120 credit hours for the baccalaureate degree.

Internship Requirements

Students are required to complete an internship in this program. Experiential learning through the internship experience is a key component of the curriculum because it provides students with the opportunity to apply concepts learned in the classroom to a practical setting. Students gain essential on-the-job training and experience that makes them competitive for entry-level jobs. Prior to enrolling in SMGT 368 – Internship (12 credit hours), students must complete SMGT 366 – Internship Seminar (1 credit hour) which is designed to assist students in finding an internship site and to prepare them to conduct themselves in a professional manner during their internship experience.

The internship experience involves 400 clock hours with a sport-oriented organization approved by the Internship Coordinator. Knowledge, skills, and abilities are learned in a sport workplace setting under the direction of a sport agency site supervisor and the oversight of an ODU faculty supervisor. The sport agency site supervisor is sent an agreement to sign and receives a copy of the Internship Manual that explains responsibilities of the student, of the internship site supervisor, and of the faculty supervisor. During the internship, students must follow the guidelines set forth in the Internship Manual and complete all required assignments. These assignments include: 1) an initial report detailing schedules, responsibilities, and goals; 2) weekly reports signed by the site supervisor and sent to the faculty supervisor; 3) a short-term project, 4) a long-term project, and 5) a final report and internship portfolio documenting the entire experience. In addition, the sport agency site supervisor provides both a mid-term and final evaluation of the student's work. The internship is graded on a letter basis. If a student fails the internship, the student may complete another internship after consulting with the Internship Coordinator. Failure of the second internship results in termination from the program.

A sample plan of study is available in Appendix B.

Course descriptions are provided in Appendix C.

Student Retention and Continuation Plan

Old Dominion University requires all new undergraduate students to participate in an orientation when they enter the University. This program provides information about avenues for success, introduces students to college advisors, and offers opportunities for connecting with others in their programs.

Within the Department of Human Movement Sciences, sport management students will work with the Undergraduate Program Coordinator (UPC), who provides regular advising sessions with each student. Advising/scheduling workshops are also held several times throughout each semester in order to provide students with information necessary to register for courses for the following term. Additionally, the UPC will be available during regularly-scheduled office hours to meet with individual students concerning scheduling, internships, career options, etc. He or she may also schedule meetings with students who are underperforming in the program in order to formulate a plan of action for improvement.

During scheduling workshops and individual advising meetings, the UPC will reiterate the continuance requirements for the program, including an overall GPA of 2.0, demonstrated writing proficiencies, and satisfaction of all sport management core requirements, including the internship. If a student is struggling, the advisor will work with the student to put a plan of action in place to improve academic performance, such as tutoring, a change of study habits, additional resources for a difficult topic, or referral to the University's Student Success Center.

Faculty

Four existing faculty members in the Department of Human Movement Sciences, who combine for over 50 years of sport management teaching experience, are dedicated to the proposed program. The faculty includes two associate professors, one assistant professor, and one lecturer, all of whom hold terminal degrees. The tenured/tenure-track faculty members have established records as productive researchers with over 80 peer-reviewed publications among the four of them.

In addition to the full-time faculty members, Human Movement Sciences adjunct faculty will teach courses in this program. Each of these individuals will have a minimum of a master's degree with 18 hours in the content they are teaching.

Faculty members in the Strome College of Business are teaching in the current concentration and will continue to teach in the B.S. in Sport Management. They include adjuncts, lecturers, assistant professors, associate professors and full professors, depending on the section students choose for the major. All tenured and tenure-track faculty in the Strome College of Business have terminal degrees; adjunct faculty who teach these courses have a minimum of a master's degree with 18 credit hours in the content area.

Brief CVs of the sport management faculty can be found in Appendix D.

Program Administration

The program will be housed in the Department of Human Movement Sciences (HMS). A full-time sport management faculty member will serve as the Undergraduate Program Coordinator (UPC). The UPC will teach in the program, advise students, serve as Internship Coordinator, serve on committees, and provide administrative oversight for the Bachelor of Science in Sport Management. The UPC will also ensure program compliance with University policies and procedures.

An administrative assistant, housed in the Department of Human Movement Sciences, will support the program. This individual serves as Office Manager and Fiscal Tech for Human Movement Sciences. Approximately 20% of his/her time is devoted to serving the Sport Management program. S/he assists with scheduling classes, setting up payroll for adjunct instructors, making arrangements for guest speakers, completing book orders, and other duties as requested by the faculty.

Student Assessment

Students will engage in ongoing formative assessments such as quizzes, exams, projects and presentations as they complete the respective components of the academic program. The program is designed to prepare graduates to meet the skill sets typically required for entry-level positions in the sport industry. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

1. Demonstrate professional communication skills through written, oral, and technological methods that are important in sport industries.
2. Analyze information and construct logical conclusions by identifying and solving problems faced by the sport industry.
3. Acquire and apply knowledge of foundational areas (finance, law, management, marketing) in the sport management discipline.
4. Demonstrate quality of life concepts by organizing and implementing community-based sport activities.
5. Explain ethical issues in sport management through evaluation of historical and current issues and/or dilemmas.

Data related to the student learning outcomes will be collected on an annual basis and reported on the University's assessment database. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

In order to assure that students are learning the major objectives of the program, faculty will assess student learning in several ways, including annual evaluations of all courses, tracking students' academic progress each semester, reviewing student opinion survey data, and conducting faculty teaching observations through peer observations. The Office of Institutional Effectiveness works with faculty to evaluate data related to these assessments.

The sport management faculty will do the following activities each year as part of the efforts to assess learning:

- Analyze **student learning** in coursework by evaluating representative student papers, oral presentations, and assignments;
- **Subject matter and pedagogy** will be examined for necessary changes that contribute to successful student learning;
- Analyze **internship portfolios** to assess how well students have mastered the learning outcomes of the program demonstrated through successful completion of assignments outlined in the Internship Manual.

Below is a map of the five Student Learning Outcomes (SLOs) for the program, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is a process rather than a one-time event. For example, a student may engage in an activity, such as analyzing case studies, three different semesters and each time his or her understanding and skill will be further developed. At completion of the curriculum each student will have had the opportunity to demonstrate mastery of each SLO.

Curriculum Map for BS in Sport Management Program

Student Learning Outcomes

Courses & Co-Curricular Activities that Develop Competency

Course Number & Title

Assessment (rubric used for grading)

Measures:

1. Demonstrate professional communication skills through written, oral, and technological methods that are important in sport industries.

SMGT 368 - Internship

Assessment: 80% of students will meet the standards of the internship portfolio rubric

SMGT 315 – Sport Media and Public Relations

Assessment: 80% of students will meet the standards of the sport media project

Measures:

2. Analyze information and construct logical conclusions by identifying and solving problems faced by the sport industry.

SMGT 452 – Sport Facility Management

Assessment: 80% of students will meet the standard for the facility site selection assignment

SMGT 414 – Sport Marketing

Assessment: 80% of students will meet the standards of the marketing plan project

Measures:

3. Acquire and apply knowledge of foundational areas in the of the sport

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency
management discipline.	<p data-bbox="823 266 1129 295">Course Number & Title</p> <p data-bbox="823 341 1297 370">Assessment (rubric used for grading)</p> <p data-bbox="823 376 1402 406">SMGT 305 – Sport Administrative Theory</p> <p data-bbox="823 451 1860 516">Assessment: 80% of students meet the standard of the sport organization analysis assignment</p>
4. Demonstrate quality of life concepts by organizing and implementing community-based sport activities.	<p data-bbox="823 636 1465 665">SMGT 331 – Fiscal Planning and Management</p> <p data-bbox="823 711 1902 776">Assessment: 80% of students will meet the standards of the financial planning paper Measures:</p> <p data-bbox="823 821 1591 850">SMGT 453 – Event Management and Sport Sponsorship</p> <p data-bbox="823 896 1860 925">Assessment: 80% of students will meet the standard for the special event project.</p>
	<p data-bbox="823 1042 1717 1071">SMGT 421 – Legal Aspects in Recreation and Sport Management</p> <p data-bbox="823 1117 1827 1182">Assessment: 80% of students will meet the standards for the risk management assignment</p>

Student Learning Outcomes**Courses & Co-Curricular Activities that Develop Competency**

Course Number & Title

Assessment (rubric used for grading)

Measures:

5. Explain ethical issues in sport management through evaluation of historical and current issues and/or dilemmas.

SMGT 450W - Ethics and Morality in Sport

Assessment: 80% of students will meet the standard for the issues and dilemmas writing assignments

Employment Skills/ Workplace Competencies

Graduates of the proposed program will have the ability to:

- 1) Professionally and appropriately communicate with both internal and external stakeholders to develop strong rapport with constituents throughout the sport industry.
- 2) Represent themselves and their sport organizations in an ethical and respectful manner, adding to both personal and organizational brand equity.
- 3) Utilize Microsoft Office software, including Excel, Powerpoint, and Word to perform various functions common in the sport industry such as ticketing, promotions, sponsorship sales, and community relations.
- 4) Apply organizational skills to manage multiple tasks inherent to coordinating events and game day operations.
- 5) Work both independently and as a part of a team, including the ability to collaborate with various departments and entities to successfully plan, promote, and implement sporting events.
- 6) Gather data and summarize findings to support informed and ethical decision-making processes that will meet organizational objectives of marketing, financial, and strategic management plans.
- 7) Create effective written communication common in the sport industry, including press releases, game recaps, guidebooks, handbooks, scripts, marketing plans, and social media messaging.
- 8) Develop marketing strategies aimed to generate revenue for sport organizations.
- 9) Assess risk and ensure safety of athletes, coaches, and spectators attending sporting events.

Curriculum Content Fulfilling Workplace Competencies

Competencies	SMGT CORE COURSES												
	214	305	315	331	414	421	450	452	453	455	456	366	368
1		X	X		X				X				X
2		X	X				X			X			X
3	X	X	X	X	X	X	X	X	X	X	X	X	X
4			X		X				X				X
5		X		X	X				X		X		X
6		X		X	X	X	X						X
7	X		X		X			X	X				
8	X			X	X				X				
9	X					X		X	X				

Program Assessment

The program will be assessed by the Department of Human Movement Sciences, the Darden College of Education and Old Dominion University. The department review will be completed annually in the fall of each year, and will consist of:

- Analyzing data from the University's assessment tool, WEAVE (Write-Establish-Assess-View-Effect) report
- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion
- Analyzing the results of the Old Dominion University internship site evaluations to identify potential areas for improvement within the curriculum
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the sport management field and evaluate the program's ability to meet market demands (following initial graduates' completion)

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The sport management program review may (a) result in strategic decisions about the program, (b) identify areas of potential improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the College's annual review. The Dean and Associate Dean will read the program review each year to ensure that progress is being made. The College annual review of the program will be sent to the Vice Provost for Academic Affairs for review each year.

Benchmarks of Success

Benchmarks of success for this undergraduate program will include professional placement of graduates and graduate satisfaction with the program:

- The department will admit at least 60 students per year;

- 50% of the students will have earned jobs in the sport management field within one year of program completion;
- 30% of the students will continue on to graduate school within one year of program completion;
- 80% of students will be satisfied with the program as determined by the University's Student Satisfaction Survey;

Methods of benchmark-related data collection will include surveys, interviews, and consultations. If the B.S. in Sport Management program has not met one or more of the benchmarks of success, the Department Chair will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Associate Dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of Existing Programs

The Bachelor of Science in Sport Management represents an expansion of an existing concentration in the Bachelor of Science in Physical Education with a concentration in Sport Management. This new program will serve to place students in the correct discipline, sport management, rather than in a discipline focused on pedagogy in physical education.

Additionally, an autonomous sport management program will allow ODU to seek COSMA accreditation, which will further enhance its reputation and provide quality assurances to hiring professionals that ODU graduates have demonstrated skills and abilities needed to be effective in the industry.

The concentration has grown significantly since its launch in 1996. Enrollment expanded from approximately 20 students at that time to nearly 300 during the 2015-16 academic year. Once the proposed program is approved, the concentration in sport management will be discontinued.

Relationship to Existing ODU Degree Programs

The proposed Bachelor of Science in Sport Management is unique in its curriculum, and is not related to or similar to any other baccalaureate degree program at the University.

Collaborative or Standalone Program

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Jones, Brooks and Mak (2008) noted that sport management programs in the U.S. “continue to gain popularity, recognition, and credibility in the nearly four decades (p. 78)”¹¹ since the program was launched at Ohio University. These authors continued: “Expansion in the field of sport management challenges those individuals in pursuit of a sport management career to possess a depth of knowledge and a broad range of competence in specific areas of study within the professional program requirements (p 78).” Jones, Brooks and Mak concluded by saying that “current and future demand for sport management programs in colleges and universities will continue to remain high. Corporate, recreational, and entertainment sports are attractive markets for graduates of sport management programs (p 89).”

More recently, Chen, Adams-Blair and Miller (2013) wrote that the “growth of the nation’s sport management education programs has increased rapidly during the last 40 years (p 132).”¹² They also noted that these programs offer “a thorough understanding of sports, business/management, and significant and meaningful practical work experiences related to sport organizations/events management.” Further, they state that those “who wish to pursue a sport industry career are recommended to enroll in a sport management program (p 132).”

Case (2014) echoed similar findings when he reported that there are “over 300 sport management college programs with associate, bachelor, masters, and/or doctoral level degree offerings. Many of the programs now include business and sport business-related coursework requirements (p. 14).”¹³ This aligns with Mathner’s and Martin’s findings that “In the early 1990s, it was determined that sport management students needed a minimum core body of knowledge for admission and success in the sport management industry (p. 21).”¹⁴

Sport management offers specialized training and education necessary for individuals seeking careers in any of the many segments of the sports industry.¹⁵ Undergraduate sport management programs are designed as a way to train future entry-level professionals to handle the unique needs of the diverse sports industry by preparing individuals to manage sport teams, leagues, facilities, and sport products.

¹¹ Jones, D.F., Brooks, D.D., and Mak, J.Y. Examining sport management programs in the United States. *Sport Management Review*, 2008, 11, 77-91. http://mds.marshall.edu/cgi/viewcontent.cgi?article=1055&context=mgmt_faculty

¹² Chen, S. Adams-Blair, H, Miller, A. (2013). Professional expectations of sport management students as related to academic curricular alignment support and preparation. *University Journal of Management* 1(3): 132-137. <http://www.hrpub.org/download/20131107/UJM3-12101344.pdf>

¹³ Case, R. (2014). *Virginia Alliance for Health, Physical Education, Recreation and Dance*, 13-14.

¹⁴ Mathner, Robert P., & Martin, Christina. (2012). Sport management graduate and undergraduate students’ perceptions on career expectations in sport management. *Sport Management Education Journal*. 6, 21-31. <http://journals.humankinetics.com/doi/pdf/10.1123/smej.6.1.21>

¹⁵ NASPE-NASSM Joint Task Force on Sport Management Curriculum and Accreditation. (1993). Standards for curriculum and voluntary accreditation of sport management education programs. *Journal of Sport Management*, 7, 159-170. http://www.cosmaweb.org/uploads/2/4/9/4/24949946/brass_%26_pitts_article_1993.pdf

While there are similarities between managing a sport business and managing a mainstream business, there are special factors and situations that are unique to sport (Crosset & Hums, 2009).¹⁶ Sports managers work with products and services that are intangible, experiential, subjective, simultaneously produced and consumed, and with fans that have strong emotional commitments to their favorite teams (Mullin, Hardy, & Sutton, 2007).¹⁷ A degree in sport management provides individuals with an understanding of these distinctive features that influence the management and marketing of sport organizations.

While sport management has historically been connected to physical education, the discipline has evolved to be more concerned with non-pedagogical areas. As suggested by Floyd Jones, Brooks, and Mak (2008), "universities are expanding the scope of physical education programs from a teaching-based model to more 'holistic' sub-disciplinary programs including exercise physiology, sport and exercise psychology, and sport management" (p. 78).¹⁸ This continuing evolution has shifted sport management education toward a more business-oriented program, with focus now being on areas such as event management and commercialized spectator sport.¹⁹

Furthermore, while some of the first sport management curriculums focused on the management of physical education and interscholastic athletic programs, university departments have recognized the need to broaden their scope beyond those education-based settings to include areas such as amateur and professional sport.²⁰ Therefore, despite its reliance on physical education as a nascent program, sport management has outgrown the umbrella of physical education, and has emerged as a uniquely independent discipline.²¹

The U.S. sports industry has seen tremendous growth over the past several decades, growing from just over \$30 billion in total annual revenue in 1981 to over \$450 billion by 2014. Globally, the sports industry was estimated to be upwards of \$1.4 trillion in 2015 and is projected to grow by three to five percent over the next three years.²² Accompanying this economic growth of the sport industry are "increasing job and career opportunities" that "appear to be endless ... including: sport tourism, sporting goods, sport apparel, amateur participant sport, professional sports, recreation, high school and college/university athletics, outdoor sports, and other related sport businesses such as marketing firms, sponsorship companies, and sport governing bodies" (p. 288).²³

¹⁶ Crosset, T. & Hums, M. (2009). History of sport management. In L. Masteralexis, C. Barr & M. Hums (eds.). *Principles and practice of sport management* (3rd edition). Boston: Jones and Bartlett. (See Appendix G)

¹⁷ Mullin, B., Hardy, S. & Sutton, W. (2007). *Sport marketing* (3rd edition). Champaign, IL: Human Kinetics.

¹⁸ Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review*, 11, 77-91. http://mds.marshall.edu/cgi/viewcontent.cgi?article=1055&context=mgmt_faculty

¹⁹ Floyd Jones, Brooks & Mak (2008)

²⁰ Danylchuk, K.E., & Boucher, R. (2003). The future of sport management as an academic discipline. *International Journal of Sport Management*, 4, 281-300.

²¹ Sawyer, T.H. (1993). Sport management: Where should it be housed? *Journal of Physical Education, Recreation, and Dance*, 64(9), 4-5.

²² <https://www.plunkettresearch.com/statistics/sports-industry/>

²³ Taks, M. (2007). The sport industry and related university degree programs: A study on employability. Conference abstracts. Annual Conference of the North American Society for Sport Management. Fort Lauderdale, FL, 30 May - 2 June 2007, 288-299.

With a growing number of sport career opportunities, there is a need to produce competent employees to organize the daily operations of various programs, including marketers, business officers, sales staffs, and facility supervisors among a host of others. Chen, Adams-Blair, and Miller (2013) recommend that individuals who wish to pursue a sport industry career gain a thorough understanding of sport organizations, business management, and meaningful practical work experiences relating to sport organizations.²⁴ In a 2013 Turnkey Sports Poll, when a sample of sport industry executives were asked to hypothetically identify a younger replacement for themselves, 67 percent preferred a “candidate with a bachelor’s degree in sports business/administration and 2-3 years of work experience.”²⁵

Employment Demand

A Bachelor of Science in Sport Management can provide students with a significant advantage in the job market by granting degrees that accurately reflect their academic training in the field of sport management. Graduates of the sport management program will be qualified to pursue positions such as Assistant Director of Ticket Operations, Social Media Coordinator, Assistant Director of Marketing and Sales, Client Services Account Manager, Program and Merchandise Sales Staff, Event Operations Manager, Athletic Media Assistant, Group Sales Consultant, and Activities Coordinator for amateur, professional, intercollegiate, municipal, and corporate sport organizations. This will make it a desirable degree for many potential students in southeastern Virginia and throughout the Commonwealth.

In a review of the Bureau of Labor Statistics' *Occupational Outlook Handbook* (OOH), the title “sport management” is not listed. There is a grouping titled Entertainment and Sports,²⁶ though it fails to adequately identify the various sport industry careers that exist throughout the United States. The BLS does provide data for a related area, and that area is advertising, marketing, and promotions managers. Data from 2014 to 2024 shows employment of advertising and promotions managers is projected to grow 5 percent, “about as fast as the average” for all occupations. Employment of marketing managers is projected to grow 9 percent, “faster than the average” for all occupations.²⁷ The BLS also notes that a bachelor’s degree is required for most advertising, promotions, and marketing management positions. Most marketing managers need a bachelor’s degree. Courses in business law, management, economics, finance, computer science, mathematics, and statistics are advantageous. The Virginia Employment Commission provides insight into the demand for jobs related to sport management within the Commonwealth. The table below shows the long term employment projections for Advertising, Marketing, Promotions, Public Relations, and Sales Managers in Virginia for the 2014-2024 projection period.²⁸

²⁴ Chen, S., Adams-Blair, H., & Miller, A. (2013). Professional expectations of sport management students as related to academic curricular alignment support and preparation. *Universal Journal of Management*, 1(3), 132-137.
<http://www.hrpub.org/download/20131107/UJM3-12101344.pdf>

²⁵ King, B. (2013, August 12-18). Can academic research help sports industry? *Sports Business Journal*. Retrieved from <http://www.sportsbusinessdaily.com/Journal/Issues/2013/08/12/In-Depth/Sports-business-professors.aspx>

²⁶ <http://www.bls.gov/ooh/entertainment-and-sports/home.htm>

²⁷ <http://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6>

²⁸ <https://data.virginialmi.com/vosnet>

2014 Estimated Employment	2024 Projected Employment	Total 2014-2024 Employment Change	Annual Avg. Percent Change	Total Percent Change
12,014	13,119	1,105	0.88%	9.20%

The VEC also gives data for Entertainers and Performers, Sports and Related Workers, All Other. The table below shows the long term employment projections for Entertainers and Performers, Sports and Related Workers, All Other in Virginia for the 2014-2024 projection period.²⁹

2014 Estimated Employment	2024 Projected Employment	Total 2014-2024 Employment Change	Annual Avg. Percent Change	Total Percent Change
555	602	47	0.82%	8.47%

Graduates of the BS in Education –Physical Education, concentration in Sport Management have been successful in finding employment. As examples, alumni are currently employed in positions such as Assistant Director of Ticket Operations with the Norfolk Tides, Assistant Director of Marketing and Sales with ODU Athletics, Client Services Account Manager for ODU Sports Properties, Program and Merchandise Sales Staff with the Norfolk Admirals, Golf Services Associate with TopGolf, Operations Supervisor with Comcast Spectra, Athletic Media Assistant at Campbell University, Staff Accountant with USA Rugby, Group Sales Consultant with Kansas Athletics Aspire Group, and Activities Director for U-Turn Sports Performance.

Students in the current concentration have also secured internships and jobs outside of the region with such well-known sport organizations as the Amateur Athletic Union, DC United, ESPN, Charlotte Motor Speedway, Jacksonville Jaguars, National Collegiate Athletic Association, Major League Baseball, IMG Sports Academies, NASCAR, Kansas City Chiefs, Disney/ESPN Wide World of Sports, Philadelphia 76ers, Michigan State Athletics, New Jersey Devils, Fox Sports Network, and Boston Red Sox.

The letters of support are available in Appendix E.
Job announcements may be found in Appendix F.

Student Demand

Student demand for the current Bachelor of Science in Physical Education with a concentration in Sport Management has been strong for nearly 20 years. In fact, after reaching 302 FTEs among undergraduate students during the 2010-11 academic year, the faculty implemented more stringent program requirements in an effort to keep enrollment at a more manageable level for the current faculty load.

The following chart, compiled by Institutional Research at Old Dominion, shows the numbers of students enrolled in the concentration between 2010 and 2015.

²⁹ <https://data.virginialmi.com/vosnet>

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
HDCT	302	277	267	278	280

Continued demand for the undergraduate program in sport management is reflected in interest expressed by incoming freshmen and transfer students. According to the Orientation staff at Old Dominion University, nearly 55 new students per year have expressed interested in the sport management program during the last three academic years (2012-2015).

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2016-2017		2017-2018		2018-2019		2019-2020			2020-2021		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>200</u>	<u>132</u>	<u>200</u>	<u>132</u>	<u>200</u>	<u>132</u>	<u>200</u>	<u>132</u>		<u>200</u>	<u>132</u>	<u>36</u>

Assumptions

- Retention in the program: 85%
- Full-time students: 70%; Part-time students: 30%
- Expected time to graduation: 4 years FT and 6 years PT
- Credit hours per semester: 15 hours FT and 6 hours PT

Duplication

Two public institutions in Virginia offer similar or related degree programs to the proposed B.S. in Sport Management. Both programs have similarities and differences to the proposed program. These institutions are George Mason University and James Madison University. Both of these universities are approximately 200 miles from ODU and serve a different region of the state.

George Mason University offers a B.S. in Health, Fitness, and Recreation Resources with a concentration in Sport Management.

Similarities with George Mason University

Both degree programs have 120 total credit hours. The content of many of the “professional sequence” sport management courses at GMU is the same as the sport management core courses at ODU (i.e., introduction to sport management, sport marketing, sport media/communications, sport law, sport

finance, ethics in sport, sport and society, facility and event management, internship). This is because the curriculum for both programs are aligned with standards established by COSMA.

Differences with George Mason University

GMU offers four courses that have no counterpart at ODU. These courses include Global Perspectives in Sport, Governance and Policy in Sport Organizations, History of Sport and Leisure in America, and Research Methods. ODU touches upon these topics within several courses, but does not devote an entire course to each. Instead, ODU requires 5 business courses in accounting, economics, marketing, and management from the Strome Business College. GMU does not have any required business courses.

James Madison offers a B.S. in Sport and Recreation Management

Similarities with James Madison University

Both programs require 120 total credit hours. The content of many of the required sport management courses at JMU is the same as the sport management core courses at ODU (i.e., introduction to sport management, sport marketing, sport media, sport law, ethics in sport, sport and society, facility and event management, internship). This is because both programs align with standards established by COSMA.

Differences with James Madison University

JMU’s curriculum includes 3 foundational courses required for Hospitality Management majors along with Sport and Recreation Management majors. JMU offers two other courses that have no counterpart at ODU. These are Human Resources in Sport and Recreation Management, and Programming and Assessment in Sport and Recreation Management. Human resource management concepts are covered within several of the core courses at ODU, but the proposed program does not cover programming and assessment for sport management majors. ODU requires a course in fiscal planning and JMU does not. JMU requires a minor in general business whereas ODU requires 5 courses from the Strome College of Business.

Data from the SCHEV Research Unit indicates enrollment³⁰ and graduates³¹ for the JMU degree program. The following information was retrieved from the SCHEV website on October 19, 2016.

Institution/Year	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
JMU Headcount	117	213	357	383	372
JMU Graduates	-	-	47	113	113

³⁰ http://research.schev.edu/enrollment/E16_report.asp

³¹ http://research.schev.edu/Completions/C1Level2_Report.asp

Projected Resource Needs for the Proposed Program

Resource Needs

Old Dominion University has sufficient resources to launch and sustain the proposed BS in Sport Management. The Department of Human Movement Sciences has the faculty, classified support, equipment, and space to launch and sustain the proposed program. Assessment of need for full-time, part-time, and adjunct faculty are based on the ratio 1 FTE of instructional effort for every 24 FTE students in lower division courses and 20 FTE students in upper division courses. The proposed program will allocate 1 FTE of instructional effort for every 22 FTE of student enrollment. The proposed program will require a total of 6 FTE in instructional effort to initiate and sustain the program.

Full-time Faculty

Four existing faculty from the Department of Human Movement Sciences will teach in the B.S. in Sport Management program. Only one of these faculty members' teaching loads (50% or more) comprises courses that are designated only for the proposed program. Thus, the department has 1.0 FTE faculty member teaching in this program. The salary of \$102,000 and benefits of \$37,842 are allocated for this 1.0 FTE.

Part-Time Faculty

The three remaining sport management faculty will teach in the proposed program as part of their load and at a level below 50%. Their instructional contribution is 2.0 FTE

The allocation for Human Movement Sciences is \$102,000, plus benefits in the amount of \$37,842

In addition, faculty members in the Strome College of Business will teach the business courses and are considered part-time for the purposes of this submission. Those in the Strome College of Business will fulfill 1.5 FTE in instruction for the BS in Sport Management. The allocation for the Strome College of Business is \$120,000 plus benefits of \$44,520.

Total part-time faculty to launch and sustain the proposed program is 3.5 FTE faculty members.

Adjunct Faculty

Six adjunct faculty per semester are required to launch and sustain the program at 1.5 FTE. Adjunct pay for these individuals is \$3,213 per course, a total of \$38,556 in pay during fall and spring each year. Adjunct faculty receive no benefits.

Classified Positions

There is currently one full-time classified position within the Department of Human Movement Sciences who will assist with program needs. She serves as both Office Manager and Fiscal Tech for the department. Twenty percent of the salary (.2 FTE; \$6000 salary and \$2,226 in benefits) for this position is allocated to the Bachelor of Science in Sport Management.

Targeted financial aid

Financial aid will not be required to launch and sustain the proposed program.

Library

No new or additional resources will be required to launch or sustain the proposed program. The University Libraries will be able to fully support the BS in Sport Management program. Print and micro journal collections are available for a variety of journals in the field, including the Journal of Sport Management, Sport Marketing Quarterly, Sport Management Review, International Journal of Sport Communication, International Journal of Sport Finance, International Journal of Sport Management, International Journal of Sport Management and Marketing, Journal of Intercollegiate Sport, Journal of Legal Aspects of Sport, Journal of Sport Behavior, and many others. The SPORTDiscus database and access to Interlibrary Loan facilitates finding and obtaining sport-related articles.

Telecommunications

No new telecommunication resources are required to launch and sustain the proposed program.

Space

No additional space is necessary to launch and sustain the proposed program.

Equipment (including computers)

No new equipment is necessary to launch and sustain the proposed program.

Other resources (specify)

No additional resources are required to launch and sustain the proposed program.

RESOURCE NEEDS PARTS: A-D

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes ___ No x
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes ___ No x
- 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 x
- Will each type of space for the proposed program be within projected guidelines? Yes x No ___
- Will a capital outlay request in support of this program be forthcoming? Yes ___ No x

Part B: Fill in the number of FTE and other positions needed for the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2017-2018		2021-2022	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	1.00			1.00
Part-time faculty FTE**	3.50			3.50
Adjunct faculty	1.50			1.50
Graduate assistants (HDCT)				0.00
Classified positions	0.20			0.20
TOTAL	6.20	0.00	0.00	6.20
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <u>after</u> initiation year				

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year		Expected by Target Enrollment Year	
	2017-2018		2021-2022	
Full-time faculty	1.00	0.00	0.00	1.00
salaries	\$75,000			\$75,000
fringe benefits	\$27,825			\$27,825
Part-time faculty (faculty FTE split with unit(s))	3.50	0.00	0.00	3.50
salaries	\$262,500			\$262,500
fringe benefits	\$97,388			\$97,388
Adjunct faculty	1.50	0.00	0.00	1.50
salaries	\$38,556			\$38,556
fringe benefits	\$2,950			\$2,950
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	\$6,000			\$6,000
fringe benefits	\$2,226			\$2,226
Personnel cost				
salaries	\$382,056	\$0	\$0	\$382,056
fringe benefits	\$130,389	\$0	\$0	\$130,389
Total personnel cost	\$512,445	\$0	\$0	\$512,445
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
TOTAL	\$512,445	\$0	\$0	\$512,445

Part D: Certification Statement(s)

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

Yes _____

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	Target enrollment year
	2017-2018	2021-2022
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$374,925	\$374,925
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$164,520	\$164,520
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department: The Department of Human Movement Sciences currently contains an existing budget that includes funding for the Bachelor of Science—Physical Education with a concentration in Sport Management. These same funds will be used for the B.S. in Sport Management. No additional resources will be needed for the proposed program. The proposed program will not negatively impact existing degree programs in the department.

Reallocation within the university: The Strome College of Business contributes 2.0 FTE faculty toward the current concentration in sport management. This allocation will continue when the B.S. in Sport Management is launched. Therefore, no additional resources will need to be reallocated for the Bachelor of Science in Sport Management. The proposed program will not negatively impact existing degree programs in the institution.

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