



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

OFFICE OF ACADEMIC AFFAIRS

2022

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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. 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 (<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>).

A. Program Proposal Development—Exploration

1. The concept for a new 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 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. SCHEV staff notifies other state institutions about the new program proposal to determine if there are any objections or concerns related to possible duplication of program content across the state.
3. 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.
4. 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.
5. 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

New degree programs that meet the standards outlined in the SACSCOC Substantive Change Policy and Procedures (<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>) are a significant departure from existing programs and are subject to SACSCOC notification and/or approval. The SACSCOC Liaison or designee will determine if the new program meets standards for notification or approval:

1. If notification is required the Office of Institutional Effectiveness and Assessment, working with the SACSCOC Liaison and the department proposing the new program, will prepare the notification and submit to SACSCOC prior to implementation of the new degree program.
2. If notification is required the Office of Institutional Effectiveness and Assessment, working with the SACSCOC Liaison and the department proposing the new program, will prepare the prospectus and submit to SACSCOC 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. SACSCOC reviews the program materials and prospectus 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.

New Program Proposal Development/Approval Recommended Timetable

New Master's Degree Programs

Fall Program Initiation	
Year 1	
Fall	Identification of program proposal developer. Complete Exploration/Self-Study Phase narrative for approval
Year 2	
January	Submit ODU Curricular Request Form for approval and work SCHEV Liaison to develop a proposal
August 15	Proposal due for Faculty Senate and Dean's Council Review
September 1	Program Announcement Form Due to SCHEV
December	Proposal reviewed by Board of Visitors (BOV)
Year 3	
January 1	Submit to SACSOC (work with SACSCOC Liaison)
January-March	Submit final proposal to SCHEV
May-July	Expected SCHEV approval
August	Earliest Program Initiation

Spring Program Initiation	
Year 1	
Summer	Identification of program proposal developer. Complete Exploration/Self-Study Phase narrative for approval
Fall	Submit ODU Curricular Request Form for approval and work SCHEV Liaison to develop a proposal
Year 2	
January 15	Proposal due for Faculty Senate and Dean's Council Review
March 1	Program Announcement Form Due to SCHEV
April	Proposal reviewed by Board of Visitors (BOV)
April-July	Submit final proposal to SCHEV
July 1	Submit to SACSOC (work with SACSCOC Liaison)
August-December	Expected SCHEV approval
Year 3	
January (Spring)	Earliest Program Initiation

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.

A. Credit-Based Certificates

1. The concept for a new certificate program originates at the department/school level, usually generated by an individual faculty member or a small group of faculty members who are the program developers.

Exploration/Self-Study Phase: The program developers complete a written narrative that clearly describes the certificate and its level and purpose, provides details about the curriculum (include total credit hours list of required courses, and indicate new courses), 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. The program developer(s) work with SCHEV Liaison to edit and format the proposals to meet SCHEV standards. The proposal is submitted to SCHEV during an open SCHEV submission cycle.
6. If the certificate involves a substantive change, according to SACSCOC definitions (<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.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.

DEGREE PROGRAM MODIFICATIONS AND TECHNICAL CHANGES

The University undergoes an established process for making changes to previously-approved degree programs. Some revisions are technical in nature, frequently involving a change in the program title, degree designation (such as B.A. to B.S.), or the CIP (Classification of Instructional Programs) code. Other revisions may involve simple or substantial modifications, such as a change in credit hour requirements for bachelor's programs. . SCHEV must be asked for approval for certain program revisions or modifications using the procedures, format, and guidelines contained in SCHEV's Academic Approval Policy (<https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/academic-approval-policies/academic-approval-policy-4.pdf>) Please see below for program modifications that require SCHEV approval.

SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original program as approved by Council. Modifications that require SCHEV approval include:

1. Altering program requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the program as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 Academic Approval Policy).
2. Adding a new delivery format to an existing program or ceasing to offer the program in the delivery format in which it was approved by Council.
3. Increasing or decreasing the total credit hours. In the case of a bachelor degree, any change to more than 124 credits will require SCHEV approval.
4. Changing the licensure-qualifying status of a degree program as approved by Council, i.e., adding or removing a licensure-qualifying option.

Bachelor and associate level degree programs must demonstrate strong evidence to increase or decrease the total required credit hours. Modifications that increase or decrease the total credit hours of a degree program by more than twelve (12) credits may be treated as equivalent to a new degree program proposal and may require following the process for new degree programs. Modifications to the total credit hours of a certificate program should remain within the approved program's definition as determined by SCHEV's Certificate Program Definitions (available on SCHEV's website).

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 SACSCOC Substantive Change Policy and Procedures (<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>). If required, Office of Institutional Effectiveness and Assessment, working with the SACSCOC Liaison and the department proposing the new program will submit a prospectus.

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.

SCHEV's Guide Document for Merger Format and Headings can be found at

<https://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions>.

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

SACSCOC action is not required for program mergers.

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. SCHEV policy on discontinuances can be found in the Academic Approval Policy in Section VII at <https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/academic-approval-policies/academic-approval-policy-4.pdf>. In addition, Appendix H (5) 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 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. Please contact the SCHEV Liaison for an up-to-date sample proposal.
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: https://www.doe.virginia.gov/teaching/workforce_data/index.shtml, the Virginia Employment Commission at: <https://virginiaworks.com/Community-Profiles>), 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.

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 Request Form

OLD DOMINION UNIVERSITY CURRICULAR REQUEST FORM

<https://www.odu.edu/content/dam/odu/offices/academic-affairs/docs/curricular-change-form.pdf>



CURRICULAR REQUEST FORM

Please note: All requests must be approved by the Department Chair, College Curriculum Committee, Dean/Associate Dean, and the External Department Chair(s) (if the proposal impacts or involves another program) before submission to Academic Affairs (Undergraduate Catalog) or the Graduate School (Graduate Catalog) for final review and approval. Be sure to submit requests timely, in accordance with established catalog deadlines.

College:	Department:
Requestor's Name:	Requestor's Email:
Program Level:	Proposed Effective Date (SEM/YR):
Select Type of Program:	
Name of Degree or Certificate Program (include major or concentration, if applicable):	
Proposed Action*:	
If revising an existing degree or certificate program, please check all that apply:	
<input type="checkbox"/> Change to Admission Requirements	<input type="checkbox"/> Change to Continuance Requirements
<input type="checkbox"/> Change to Degree or Curriculum Requirements	<input type="checkbox"/> Change to Exit or Graduation Requirements
<input type="checkbox"/> Change to Total Credit Hours for Degree (1 to 5)**	<input type="checkbox"/> Change to or Additional Course Delivery Mode
<input type="checkbox"/> Change to Total Credit Hours for Degree (6 to 12)**	<input type="checkbox"/> Other (Please Specify):
<input type="checkbox"/> Change to GPA Requirement (GRAD Only)	

*Depending on the type of proposed action requested, notification or approval from SCHEV and/or SACS may be required.
 **If above 120 credit hours for the undergraduate degree, 30 credit hours for the master's degree, and 48 credits for the doctoral degree

APPROVALS:

Information on the following pages must be completed before signatures are obtained.

Requestor	Print Name	Signature	Date
Requestor			
Department Chair			
External Department Chair(s), if appropriate			
Chair, College Curriculum Committee			
College Dean/Associate Dean			
SEND TO ACADEMIC AFFAIRS (UNDERGRADUATE CATALOG) OR THE GRADUATE SCHOOL (GRADUATE CATALOG) FOR THE ADDITIONAL APPROVALS BELOW			
Undergraduate or Graduate Catalog Administrator			
Assistant Director of Assessment			
Vice Provost for Academic Affairs/SACS Liaison			
After final approval, the Undergraduate or Graduate Catalog Administrator will provide copies of the form to the SCHEV Liaison, the Office of the University Registrar, the Office of Institutional Research, and the relevant college(s) and departments. NOTE: DO NOT UPDATE OR REMOVE CATALOG CONTENT UNTIL APPROVAL IS RECEIVED.			

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 External Department Chair Date
(if applicable)

Department Chair Chair, Faculty Senate Date
Committee A

Chair, College Committee Provost Date

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

External Department Chair Date
(if applicable)

Department Chair

Chair, Faculty Senate Date
Committee A

Chair, College Committee

Provost Date

ADMINISTRATIVE CODING

Effective Term _____ Major Code _____

College _____ Degree Code _____

Department _____

Appendix F


Old Dominion University Course Inventory Management (CIM)

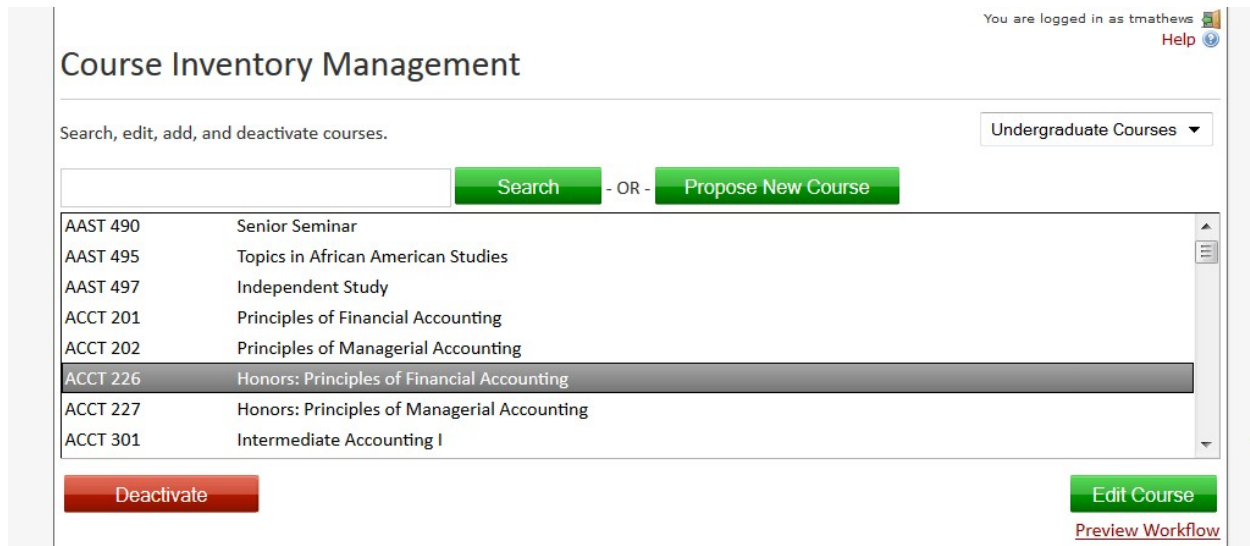
Course Inventory Management (CIM)


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**.



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

Course Inventory Management

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

General Education Requirement # _____

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

Subject area: _____ Course number: _____ Start Term _____ Year _____
End Term _____ Year _____

Full Course Title

Banner Title (30 character limit)

College: _____ Department _____ Credits _____

Course Description

Prerequisite Waiver: ☐ 0 No waiver of prerequisite allowed ☐ 1 Departmental approval required
☐ 2 Instructor approval required ☐ 3 Placement by department only

Course Repeat Limit [once a passing grade has been achieved]. Default ☒ Course can't be repeated for credit. Check box below if this course can be repeated for credit once a passing grade is earned.

☐ Course can be repeated for credit _____ times ☐ Unlimited repeats allowed

Grading (check all that may be used) ☐ Normal Letter Grading ☐ Pass/Fail ☐ Audit

Corequisite Courses			
(must be taken at the same time)	Enforce in Banner?	No	Yes

Prerequisite Courses _____
(Check if may be taken as a prerequisite or corequisite) ☐ Enforce in Banner? _____ No _____ Yes

Equivalent Courses (e.g. Honors College courses): _____

Course contact hours per week _____ . Lecture Hours _____ . Other Hours (please specify) _____ .
Lab Hours _____ .

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.)
<i>Develop effective strategies for drafting texts by:</i> <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>				
<i>Develop knowledge of conventions by:</i> <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 <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.)
3. Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles				
Attachments included:				

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>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:				

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</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.)
Relate the principles of public speaking to a variety of extemporaneous speech situations				
Develop skill in researching a topic for a speech or professional presentation				

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>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:				

*(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)*

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

--

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.)
Determine the nature and extent of the information needed for research				
Access information effectively and efficiently				

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:				

*(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)*

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

--

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 (e.g., % of grade, # hrs of instr.)

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:				

*(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)*

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:				

*(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)*

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

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:				

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 (e.g., % of grade, # hrs of instr.)
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 <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.)
Attachments included:				

*(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)*

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

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.

2020 Academic Approval policy: <https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/academic-approval-policies/academic-approval-policy-4.pdf>

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

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

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

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

SCHEV Forms

SCHEV forms are required for document and proposal submissions. SCHEV will not accept altered forms. Institutions should not change the SCHEV text or categories. Forms can be found at

<https://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions>.

State Council of Higher Education for Virginia

New Degree Program

Guide Document

Part I: Description of Proposed Program

A. Program Background

Information to address: Provide a background of the proposed program including the institution's name, location of the program, and initiation date (semester/year) of the program. Is the program a collaboration of campus units (e.g., departments, schools, or colleges)? Discuss the focus/intent of the program. What purpose will graduates serve and what are graduates needed to do? Is the degree program in an emerging or cutting-edge area? A brief history of the evolution of the discipline and/or a description of the program area should be provided.

Components of an effective response

- Degree program, administrative location (academic units) on campus, and initiation date.
- The purpose of the program is clearly described, including the specific skills and knowledge that will be imparted to students.
- Employment for which graduates will be prepared is clearly and accurately described.
- The evolution of the discipline both in general and on campus is clearly described.
- Planning for the program exhibits forward thinking about both the discipline and changing societal and workforce needs.
- Outlines career paths for graduates, include specific professional certifications/licensures if applicable

B. Institutional Mission

Information to address: How does the degree program align with the institution's mission? Explain whether and how the program is included, or referenced in relevant state planning documents, specifically the most recent six-year plan and/or the institution's performance agreement with the state, if applicable.

Components of an effective response

- Institution's official SCHEV-approved mission statement is provided.
- The program is explained in terms of the mission, directly quoting the mission to demonstrate alignment.
- The program has been included in the institution's six-year plan and/or performance agreement.

C. Delivery Format (if applicable)

Information to address: If all or part of the curriculum will utilize any variation of online/electronic delivery, provide a complete description of the plan, courses, and resources available. Indicate faculty credentials and training to provide online instruction.

Components of an effective response

- Documentation that the institution has an established logistical framework for offering education online.

- Description of services that will be available to support online students.
- Resources are available for training and providing ongoing support for faculty engaged in online education.

D. Program Accreditation or State Agency Authorization (if applicable)

Information to address: Will the program seek accreditation or a state board authorization? Which accrediting organization or state agency will be used? What will be the process for accreditation or state authorization? When (in which year) will accreditation be sought?

Components of an effective response

- Indicate the full name of accreditor and mission of accreditor, citing the accreditor's website. Indicate the full name of state licensing.
- Indicate the timeline, actions, and deliverables for the process to seek accreditation. Indicate the process for state board authorization.
- When (month/semester year) does the institution anticipate receiving full accreditation for the degree program?
- Provide separate headings if the degree program will be subject to accreditation and state board approval/authorization.

E. Admission Criteria (if applicable)

If the program does not have specific admissions criteria beyond the general requirements for admission to the institution, this section may be skipped.

Note: Admission criteria are required for doctoral level degree programs.

Information to address: What are the admission criteria for the proposed degree program? Will transfer credit be accepted toward fulfillment of program requirements? If there are any limitations on transferability of credit into the program, please explain the rationale.

Components of an effective response

- Admission criteria are clearly described at the institutional level and college/school and department level, if applicable.
- Criteria are related to such factors as the target student population, demand for the degree program, and likely student success.
- Indicates clearly whether transfer coursework will be allowed to count toward core and required courses. If so, a rationale is provided and any limitations on allowable transfer are explained.

F. Curriculum

Information to address: How many credit hours are required for the proposed degree? (Note: Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree.) Summarize the core and required coursework. What are the particular focuses and strengths of the curriculum? Summarize the purpose of sub areas, experiential learning, and capstone requirement. Detail the curriculum program requirements including: course information (designator/prefix, name/title, and credit hour value) and the required number of credit hours in core/foundation courses, research, seminar, restricted electives, clinical, internship/experiential

work, electives, and dissertation hours (if applicable). Include a description of the focus/purpose of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations or tracks).

Components of an effective response

- Curriculum adheres to SCHEV core credit total requirements.
- Curricular options are clearly labeled and described, and credit totals match what is claimed in narrative text.
- New courses are indicated and denoted with an asterisk.
- A description of capstone projects and experiential learning requirements, including deliverables and time (clock hour) requirements, is provided. How student failure will be addressed is indicated.
- For doctoral degree programs, threshold exams and culminating project (dissertation et al.) requirements are described.

Provide Appendices

- Sample plan of study by year and semester for full-time and part-time students.
- Course descriptions for new and existing (core and required) courses.
- Experiential learning locations/sites.
- Accreditation curriculum requirements/standards, if applicable.

G. Time to Degree (if applicable)

This section is required if the proposed program:

- *is designed to be offered in a non-standard format;*
- *(in the case of bachelor and associate degrees) exceeds SCHEV's maximum for total credit hours; or*
- *is a doctoral level program.*

Information to address: How is the proposed program designed (e.g., full-time or part-time enrollment only, cohort model, executive format)? How many years (semester) will students (full-time and/or part-time) take to complete the degree program? Is summer enrollment required?

Components of an effective response

- Degree program format is clearly indicated.
- Time to complete is provided in years; weeks or semesters can be included parenthetically.
- Indication of whether summer is required.
- The narrative aligns with the Assumptions for student projected enrollment and the sample plans of study.

H. Faculty Resources

Information to address: Describe the extent of faculty resources, including number to participate in the program, number to teach core and required courses and their qualifications in the discipline. How will the existing faculty be utilized? Will faculty from other academic units be used? Will new faculty be hired? If so, what credentials will be sought or required and at what

rank will new faculty be hired?

If applicable: What external funding sources are faculty receiving (research grant information required for doctoral programs)? How will adjunct faculty be utilized? How will graduate assistants be utilized?

Components of an effective response

- Faculty complement dedicated to the program core and required coursework is sufficient given the program student enrollment projections.
- Faculty experience and accomplishments are commensurate with the degree level and type of program—e.g., years of teaching experience in the discipline, publications record, or in the case of a doctoral program proposal, faculty have major research grants.
- Utilization of adjunct faculty to teach core and required courses is clearly described. A description of credentials is provided and is appropriate to the level and discipline of the proposed program.
- Utilization of graduate assistants in teaching and/or research is clearly described.

Provide Appendices

- Provide an abbreviated CV for faculty teaching core and required courses. Include the person's name, degree program designation and program name, graduating institution and year, rank, and specialization.
- For doctoral programs, provide information showing funded research (past 3-5 years) for each faculty member who will teach core and required courses or serve as a principal advisor for student dissertations. Information to include: name, leadership status (e.g., Principal Investigator (PI) or Co-PI), grant name, grant amount, years for the award, and a brief abstract describing the grant. Grants for which information is provided should be directly related to the proposed degree program

I. Student Learning Assessment

Information to address: With the assistance of the institution's director of assessment (or equivalent), describe the following:

- What assessment methods will be used to determine whether learning outcomes are being achieved? Describe how these methods were chosen or designed by faculty including any other validity evidence.
- How will experiential learning and capstone coursework be utilized to assess student learning?
- Are learning outcomes designed to address accreditation standards and outcomes? If so, explain how.
- What learning outcomes are students expected to demonstrate mastery in from core and required coursework?
- What learning outcomes are students expected to demonstrate mastery in for each sub area?
- How will faculty and administrators utilize assessment results to improve the program? Describe anticipated processes for incorporating assessment results into faculty curriculum reform, program review, and budget reallocations and planning.

Components of an effective response

- Learning outcomes are appropriately related to the discipline, degree level, and degree designation (if applicable) of the program.
- There is evidence that program faculty have been engaged in selection of assessment methods, and have chosen those methods for the purpose of receiving information that can be used to improve instruction.
- The program and/or institution has a deliberate process for using assessment results for program improvement that goes beyond saying simply that ‘results will be provided to faculty.’
- Learning outcomes for sub areas are indicated separately from learning outcomes for core and required coursework.
- A curriculum map of learning outcomes for core and required coursework is provided. (Sub areas are not included in the curriculum map.)

Provide Appendices

- Accreditation requirements for student outcomes, if applicable.
- State Agency requirements for student outcomes, if applicable.

J. Employment Skills

Information to address: What employment skills/workplace competencies will graduates possess? What will graduates be able to do on a job? What are the specific employment skills/workplace competencies of students who complete a specific sub area, if applicable?

Note: Abilities, skills, and competencies must be appropriate to the curriculum and degree level of the program, and to the occupations that are identified under Employment Demand.

Components of an effective response

- Abilities, skills, and competencies needed or required to fulfill job duties and responsibilities are clearly appropriate both to the curriculum and degree level of the program and to occupations that are identified under Employment Demand.
- Abilities, skills, and competencies are clearly appropriate to the curriculum requirements and learning outcomes for each sub area.

K. Relation to Existing Programs (Degree, Certificate, Sub-area)

Information to address: Is the institution offering other degree programs that are similar to the proposed degree program? Describe and compare the degree programs – focus/purpose, curriculum requirements, and outcomes for graduates. Is the proposed degree program an expansion of an existing area of emphasis, certificate, concentration, focus area, option, minor, major, specialization, or track? If so, explain the historical and disciplinary relationship of the proposed program to the existing program at the institution. What effects will the proposed degree program have on existing degree programs, certificates or sub areas? Will any be closed or altered?

Components of an effective response

- Academic units of existing related degree programs, certificates and sub areas are indicated.
- Effects on existing related degree programs, certificates and sub-areas are clearly explained, including any closures.

- Degree programs are compared only to describe the focus/purpose of the degree, the core and required curriculum, and the knowledge and skills of graduates.
- If the proposed degree program is an expansion of an existing certificate or sub-area, this is addressed in a dedicated sub-heading, which explains the reason for the expansion, the need for a standalone degree, and what will happen to the existing sub-area or certificate.

Part II: Justification for the Proposed Program

A. Response to Current Needs

Information to address: Provide an objective account of the need for a new degree program at the degree level and in the discipline proposed. The account should appeal to objective evidence from reliable cited sources. Needs addressed by the proposed program should be referenced to all relevant levels: local, state, national, and international. Information should be quoted (with citations) where appropriate.

Components of an effective response

- The account provided is clearly oriented toward a program at the degree level and in the discipline proposed.
- The account provided is focused on the specific program being proposed, especially the degree level being requested, and does not rest solely on assertions of the general importance of the discipline. Select statements and sources are directly quoted to allow SCHEV to review the specific information supporting the need for the degree program.
- The account provided is consistent and mutually supportive with other components of the proposal—i.e., curriculum, licensure requirements (if applicable), labor market information, skills/competencies, and employment advertisements. Note: inconsistencies on these points may be highlighted in information provided to Council when the program is presented for consideration.
- Need for the program among the institution's stakeholders (e.g., regional/local communities, local/state industries) is described and documented.

Provide Appendices

- Excerpts of publications (articles, books or documents) not available on the internet, particularly when quoted information provides supportive evidence of need. Utilize separate labeled cover pages for each publication. Documents should be sized-adjusted for readability, whenever possible.
- Optional: letters of support from industry that include statements of need for professionals with the specific knowledge, skills, and abilities of graduates of the proposed degree program. Letters must be written on company letterhead, signed, and indicate the author's position/title. All correspondence must be dated within twelve (12) months of submitting the proposal to SCHEV and sized-adjusted for readability. Letters that appear to be composed according to a template will be disregarded.

B. Employment Demand

Information to address: Provide information to demonstrate that there is need for more graduates in the kind of program being proposed, i.e., employment opportunities call for education in the discipline and at the degree level being proposed.

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

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

Occupation Title	Base Year Employment	Projected Employment	Total % Change and #'s	Typical Entry Level Education

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

Occupation Title	Base Year Employment	Projected Employment	Total % change and #'s	Annual Change	Education

Components of an effective response

- According to BLS and VEC information, employment opportunities will meet or exceed the most recent 10-year percentage growth projections for all occupations.
- If 10-year growth projections are below the average for all occupations, strong alternative evidence is provided to counter-balance the LMI data.
- Job announcements show employment availability in Virginia.
- Inclusion of quoted evidence to support data, if available.

Provide Appendices

- Position announcements from the internet, professional organizations, or other sources of information about jobs appropriate to the degree program. Recommended: minimum of ten (10), with some employment opportunities located in Virginia. Announcements must:
 - be appropriate to the program's curriculum, learning outcomes, and degree level (e.g., if a master's degree is proposed, advertisements that only require a bachelor's degree should not be submitted);
 - reflect information dated within twelve (12) months of formally submitting the proposal to SCHEV and include the position title, job duties/responsibilities, education level, location, and date of announcement; and
 - be printed directly from the internet and size-adjusted for readability.
- Optional: letters of support from prospective employers that include a statement of need for these graduates and potential employment opportunity. Letters must be written on company letterhead, signed, and indicate the author's position/title. All correspondence must be dated within twelve (12) months of submitting the proposal to SCHEV and sized up for readability. Letters that appear to be composed according to a template will be disregarded.
- Optional: employment projections/analyses from credible sources. Information should show data that has been collected within twelve (12) months of submitting the proposal to SCHEV. Sources must be cited.

C. Duplication

Note: associate degree proposals from community colleges and Richard Bland College do not address duplication. Proposals for transfer associate degrees should include:

- a brief narrative to explain how the program has been designed for effective transfer, and*
- an appendix with attestations from at least two (2) four-year institutions that the proposed program will articulate with specific baccalaureate programs.*

Upon publication of a Program Announcement in Council's Agenda Book, institutions already offering similar degree programs may provide feedback on the need for new degree programs and the potential effects of an additional program in Virginia. The chief academic officer of the interested institution should write SCHEV and the proposing institution within 30 days. SCHEV recommends that the feedback address (at least) the following two questions:

- Given your experience offering a degree program with this CIP code at this level, do you perceive the need for additional degree programs in Virginia? If not, why not?
- Would an additional degree program in Virginia with this CIP code at this level be likely to have a negative, positive or no effect on your institution's degree program, including student enrollment and access to external resources such as experiential learning sites?

The proposing institution must address any such feedback in the program proposal when submitted to SCHEV. This content should be included under the heading "Institution Response" in the Duplication section. Failure to address feedback received may result in action on the proposed program being deferred to a future Council agenda.

Information to address: Explain how there is need for more graduates in the discipline and at the level being proposed. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to VEC information adduced in the Employment Demand section. In case of concerns from institutions already offering similar degree programs, explain whether and how those concerns should be answered.

For each existing degree program at the same level and with the same CIP code as the proposed degree program, provide a brief description comparing the similarities and differences of the existing degree program and the proposed degree program.

Description of Comparable Degree Programs

Institution Name	Program Degree Designation and Name/Title	Focus/Purpose	Core and Required Coursework	Sub Areas, Location or Deliver format

For each existing degree program at the same level and with the same CIP code as the proposed degree program, provide information for the last five (5) years in the table below. Add rows as needed.

Enrollment and Degrees Awarded at Comparable Programs in Virginia

Enrollment	Fall XX	Fall XX	Fall XX	Fall XX	Fall XX
Institution Name					
Degrees Awarded	Year YY	Year YY	Year YY	Year YY	Year YY
Institution Name					

Components of an effective response

- The response addresses directly and with evidence the need for additional degree production in the discipline and at the level being proposed, beyond degree production of existing programs at Virginia public institutions.
- Any concerns, arguments, or critiques offered by other institutions are answered with a factual evidence-based response to support the addition of another degree program in the discipline and at the level being proposed.
- Brief descriptions of similarities and differences address only: program focus/purpose, core and required coursework and if applicable, sub areas, location, and delivery format.
- Provide a citation for enrollment and degrees awarded from SCHEV's website.

Provide Appendix.

- Correspondence from other institutions in response to the Program Announcement.

D. Student Demand

Information to address: Provide evidence of student demand to support projected enrollments. Evidence of demand from surveys, emails or letters should reflect information dated within twelve (12) months of submitting the proposal to SCHEV. Institutions cannot use one population to demonstrate two different sources of student demand. Evidence of student demand must include at least one of the following sources:

- A descriptive narrative/full report of student survey results including date administered. Provide an original copy (unedited/without revision or added text) of any surveys administered. Survey results can be included as a separate document.
- Letters or emails of support from prospective students that include a statement of interest for proposed degree program and/or indicate enrollment in the program. Original emails unedited and printed from the web and/or letters should be provided. All personal information such as the student's name and email address should be redacted.
- A descriptive narrative of enrollment data from existing program areas such as concentrations, emphasis areas, focus areas, options or tracks. Information should reflect enrollment over time and within at least three (3) years of submitting the proposal to SCHEV.
- Information concerning lack of seat availability for qualified applicants at other public institutions in Virginia, including data on the number of applications, the number of qualified students accepted, and the number of qualified students enrolled. Information should show data within at least three (3) years of submitting the proposal to SCHEV and must represent the public institutions in closest proximity to the institution proposing the degree program. Source(s) of information must be cited.

- A summary, with data and citations, of any other sources that document student demand in Virginia.

Components of an effective response

- The response addresses in full at least one of the indicated sources of evidence of student demand.
- For surveys, complete contextual information is provided, including: when administered, survey pool demographics, and real numbers of responses to survey questions.
- Student emails/inquires do not reference existing sub area programs or other degree programs.
- All documents should be sized-adjusted for readability.

Provide Appendix.

- Original survey and survey results, particularly data for responses to demographic information, questions about student interest for enrolling in the program, and other questions to show support for student demand.
- Student correspondence (letters and emails) in original form.

Part III: Summary of Projected Student Enrollment

Projected Student Enrollment

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

Instructions:

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

Note: "Target Year" refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see the [Virginia Public Higher Education Policy on Program Productivity](#)). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the program.

Summary of Projected Enrollments in Proposed Program

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

Note:

- For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
- For four-year institution programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

Part IV: Projected Resource Needs for the Proposed Program

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

Narrative Description of Resources to Initiate and Operate the Degree Program

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

full-time faculty	part-time faculty	adjunct faculty
graduate assistants	classified positions	equipment (including computers)
library	telecommunications	space
targeted financial aid	special tuition or fee charges ¹	other resources (specify)

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 20__ - 20__	Program Full Enrollment Year² 20__ - 20__
1.	Projected Enrollment (Headcount)		
2.	Projected Enrollment (FTE)		
3.	Estimated Tuition and E&G Fees for Students in the Proposed Program		
4.	Projected Revenue from Tuition and E&G Fees Due to the Proposed Program	\$	\$
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

¹ Indicate whether there are any tuition and/or E&G fees specific to the program or academic unit within which the program is housed.

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

State Council of Higher Education for Virginia
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

University Name Designation Level of Certificate
Program¹

Name of Certificate

CIP Code (check SCHEV's Degree/Certificate Inventory to be sure CIP code is not already used for another certificate program at the same designation level)²

Initiation Date (fall or spring or summer and the year)

Description of Certificate

Discuss purpose/intent of the certificate program.

Indicate what knowledge and skills students will acquire.

Discuss what graduates will do/be prepared to do in employment.

Indicate requirements (e.g., examinations) of government agencies (e.g., VA Department of Education), licensing boards, or accrediting organizations, if applicable.

Target Audience

Describe the specific individuals the institution intends to target for enrollment in the certificate program.

Time to Complete

Indicate time to complete in full academic years for fulltime and part-time students degree seeking.

Indicate time to complete in full academic years for fulltime and part-time students non-degree seeking.

Note: summer is only included if enrollment is required.

Admission

Provide specific criteria and requirements to enroll in the certificate program. Indicate if admission requirements will apply to all students. Indicate minimum scores for Test of English as a Foreign Language (TOEFL) and International English Language Testing

¹ See the SCHEV website for Guide Documents "Certificate Program Definitions" for designation level <http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/state-level-requirements-for-approval-of-various-academic-program-actions-at-public-institutions>

² See the SCHEV website for the Degree Inventory <http://www.schev.edu/index/students-and-parents/explore/degree-inventory>

System (IETLS) – degree seeking and non-degree seeking students. Use a bulleted list for requirements.

Curriculum Requirements

Provide a concise summary to describe the focus of the curriculum. Indicate the focus of the required coursework. Indicate what students will understand and learn as a result of required coursework.

Describe how the curriculum aligns with requirements of government agencies (e.g., VA Department of Education), licensing boards, or accrediting organizations, if applicable. As an appendix item, provide a copy of the organization's requirements for coursework, curriculum, or program outcomes related specifically to the curriculum.

Indicate the total number of credit hours for the certificate program. Provide a list of all required courses and indicate credit hour value. List restricted electives, if applicable. Indicate the number of credits for free electives, if applicable. Indicate the credit hour requirements for sub areas, a description of the area, and required courses, if applicable.

Describe experiential learning requirements, if applicable.

Faculty

Summarize faculty credentials including specific discipline area(s). Indicate availability of existing faculty. If using adjunct faculty, indicate the number of adjunct faculty, credentials, and teaching support that would be used to offer the certificate. If adjunct faculty will not be utilized, indicate such.

Course Delivery Format

Indicate the program's delivery method. If the program is face-to-face, indicate availability of classroom and physical space. If the program will be offered in hybrid format and/or fully online, describe the institutional resources including the platform that will be used to support online instruction. Describe training requirements and resources used to train faculty to teach courses online. Indicate whether the institution has resources to deliver the certificate program.

Resources

Describe the resources to offer the certificate program. Explain additional costs and include dollar amount for resources to initiate and sustain the certificate program. If additional faculty time and/or a program administrator are needed, indicate such. If new courses are developed, indicate faculty resources to teach new courses. Indicate whether the institution has resources to offer and sustain the certificate program.

Gainful Employment

Indicate whether or not the certificate is a Gainful Employment program. Indicate whether the certificate program will come under Gainful Employment regulations or why the program will not come under Gainful Employment regulations.

Course Descriptions

Provide course information (course designator, title, and credit hour value) and the description for all required courses and restricted electives, if applicable. Course descriptions should come from the institution's current catalog. Indicate whether courses are new.

Attachments

Include original support documents (e.g., licensure requirements, industry standards, certification examination requirements) and/or contracts (e.g., external vendors, organizations, or agencies). Do not include the heading if attachments are not needed.

EXAMPLES OF NARRATIVE TEXT FOR SELECT SECTIONS

Curriculum Requirements

The curriculum will focus on preparing students to create music using computer technology. Students will gain an understanding of innovations in music technology and learn the basic tools that computer music researchers and artists use to create sound. Coursework will focus on musical data conversion and using music production software to create sound. The capstone project will afford students the opportunity to utilize knowledge and skills they have obtained throughout the curriculum to produce a music demo. Students will present the demo during the course.

Program Requirements

Number of Credit Hours

21 credit hours of graduate level courses

New courses are denoted with an asterisk.

Core Courses – 12 credit hours

CSM 500 Computer and Music (3 cr)

CSM 521/MUS 521 Music Technology (3 cr)

CSM 550 Computer Science Music (3 cr)

MUS 575 Music Theory (3 cr)

Restricted Electives – 6 credit hours

Two courses must be selected from the courses listed.

CSM 590 Music Computing and Design I (3 cr)

CSM 591 Music Computing and Design II (3cr)

MUS 509 Music Production (3 cr)

MUS 510 Music Video Production (3 cr)

MUS 520 Music in the Decades (3 cr)

Capstone Project – 3 credit hours

CSM 600/MUS 600, Mastering Computer Music* (3 Cr)

Or

CSM 601/MUS 601 Music Internship* (3 cr)

Internship

Students completing the internship will be required to complete 100 contact hours at a local music facility. Internships will be coordinated by the faculty member teaching the course. Students will be required to submit a portfolio of work completed during the internship. The portfolio will be reviewed by the site manager and graded by the instructor.

Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Computer Science and the Department of Music. Three faculty members in the Department of Computer Science and two faculty members in the Department of Music will teach in the certificate program.

Minimum requirements for faculty teaching in this certificate include:

- A master's degree in Music, Computer Science, or a related field;
- Three years of teaching or course development experience; and
- Five years of experience in the field of music or computer science.

Three adjunct faculty will be used to teach courses and each will possess appropriate credentials including certification and/or have additional certifications in the field of music, music management, or computer science. Examples of positions held by former and current adjunct faculty include: assistant art or music manager, senior information manager, and vice president of music technology. Adjunct faculty will be utilized to expose students to real-world experiences and educated professionals working in the field.

Course Delivery Format

This certificate program will be offered in a traditional, face-to-face format and fully online. Thus, both physical space and software to facilitate synchronous and asynchronous online sessions are required. The university has adequate classroom and lab space. The university utilizes Blackboard to deliver content and Skype for face-to-face discussions and presentations. The university provides help desk service 24/7 for all online programs. All faculty members providing online instruction are required to complete training offered by Quality Matters. The University has sufficient resources to deliver the certificate program.

Resources

Resources required to support the program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, and library); faculty support services (e.g., copying and contracts); and general administration (e.g., budgeting and forecasting). More specific program administration is required to maintain contacts with associations and involvement in appropriate networking events as well as conduct periodic program reviews to ensure the program is kept current with industry trends and market needs.

Faculty in the Departments of Computer Science and Music created new courses for the certificate program. Faculty time to teach the courses will be included in existing teaching loads. No new positions will be created to initiate the certificate. Adjunct faculty will be hired to teach courses. Resources for the adjunct faculty are provided the Department of Computer Science. The university has adequate resources to offer and sustain this certificate program.

Gainful Employment

The Musicology certificate is not a Gainful Employment program and the certificate will not come under Gainful Employment regulations. Students in the certificate will not be eligible to receive Title IV funding.

Course Descriptions

New courses are denoted with an asterisk.

Core courses

CSM 500 Computer and Music (3 cr)

Create original projects using a variety of music production software tools for sequencing, sound editing, synthesis, and effects. Get familiar with music notation software. Edit and mix a studio session using Pro Tools. Get hands-on training with microphones, mixers, and other live sound equipment.

CSM 521/MUS 521 Music Technology (3 cr)

Of all music technology, the sequencer has arguably benefited the most from computer science, giving birth to the very genre termed “computer music.” What are the basic tools that computer music researchers and artists use to create sound? This course will include a summary of digital synthesis techniques (additive, subtractive, wavetable, frequency modulation and physical-modeling), signal processing techniques for digital effects, (reverberation, panning, filters), and basic psychoacoustics.

CSM 550 Computer Science Music (3 Cr)

Computers and technology play a major role in the 21st century music scene. Audio sequencers, MIDI and associated laptops are standard operating equipment for performers. Indeed, popular music today – from indie rock to hip-hop to house – would not be the same without innovations in computer science and technology. This course explores the pioneering inventions and innovations in music technology that, through the use of computers, continue to define the musical experience of today.

Restricted electives

CSM 590, Music Computing and Design I (3 Cr)

Creative design for computer music software. Programming, audiovisual design, as well as software design for musical tools, instruments, toys, and games. Provides paradigms and

strategies for designing and building music software, with emphases on interactive systems, aesthetics, and artful product design. Course work includes several programming assignments and a "design+implement" final project.

Capstone courses

***CSM 600/MUS 600, Mastering Computer Music (3 Cr)**

Introduction to computer assisted notation, composition and performance using a computer, digital keyboard, and software for notation (Finale) and digital sequencing (Reason). In-depth study of sequencing software (Reason), including the construction of unique combinations, drum patterns and fills, and advanced study of mix-down procedures and use of multiple effects processors. Advanced study of sequencing software (Reason) including construction of patches from basic (raw) synthesized sounds, incorporation of various external sampling techniques, and advanced study of each of the individual onboard synthesizers and sample players.

Virginia Public Higher Education Policy on Program Productivity

Technical Updates: October 2019

I. Statutory Duties Related to Program Productivity Review at Public Institutions

The Code of Virginia, §23.1-203, charges the State Council of Higher Education for Virginia (SCHEV) with various duties and accords Council the authority to carry out those duties.

Duty #6

- To review and require the discontinuance of any academic program which is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, evidence of program effectiveness, or budgetary considerations, or (ii) supported by state funds and is unnecessarily duplicative of academic programs offered at other public institutions of higher education in the Commonwealth. As used herein, 'academic programs' includes both undergraduate and graduate programs.
- The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any academic program. No such discontinuance shall become effective until thirty days after the adjournment of the session of the General Assembly next following the filing of such report (§23.1-203 (6)).

Duty #15

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

II. Principles Guiding Review of Program Productivity

Council executes its duty to review the productivity of academic degree programs in furtherance of its general responsibility "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia" §23.1-200 A. Accordingly, this policy and the process it governs seek to accomplish the following goals:

- to establish minimal quantitative standards for program productivity in terms of program enrollment and degrees granted;

- to prompt the rigorous institutional review of program productivity, which must include—but need not be limited to—the examination of programs in terms of the SCHEV quantitative standards;
- to utilize the program productivity review to promote the efficient use of resources, including—but not limited to—minimizing unnecessary duplication of academic programs;
- to account for relevant qualitative and mission-related factors in deciding the final disposition of programs under review.

III. Program Productivity Review Stages

SCHEV will review the productivity of academic degree programs at public institutions once every five years. The review will encompass all academic degree programs at all public institutions of higher education. For purposes of this review, Certificates of Advanced Graduate Study (CAGS) and Educational Specialist (EdS) degrees will be treated as academic degree programs subject to review. Minors, concentrations, tracks and the like will not be subject to review.

Associate degree programs are included in the SCHEV productivity review. Council has delegated to the State Board for Community Colleges the functional responsibility to review and discontinue any nonproductive community college associate degree programs. Quantitative standards applicable to associate degree programs are included in the appendix to this policy: “Virginia Community College System—Standards for Productivity Review of Associate Degree Programs.” Associate degree standards specified there will also be applicable to relevant degree programs at Richard Bland College.

Stage 1 Following completion of the fifth year enrollment data collection, SCHEV will provide official notice to four-year public institutions and Richard Bland College of academic degree programs that fail to meet quantitative standards for FTES enrollment and numbers of graduates. Institutions will promptly notify SCHEV of any data corrections that may remove targeted programs from further review. Institutions will then submit a report to SCHEV which includes:

- i. notification, via the “Targeted Program Exemptions Form” provided in this policy, of any exemptions or data aggregation options that may be used to remove targeted programs from further review;
- ii. a list, via the “History of Discontinued Programs Form” of all degree program discontinuances since the last program productivity review.

Stage 2 Each four-year institution and Richard Bland College will then submit a second report to SCHEV, which includes:

- i. notification, via the “Institutional Action Form” for each targeted program, whether the institution is
 - discontinuing the program; or
 - providing justification for continuing the program.
- ii. *optional*: a description of institutional planning priorities and deliberative processes that have informed its overall approach to the review of program productivity.

The Virginia Community College System will report the results of its program productivity reviews and the totality of program discontinuances over the last five years.

Stage 3 SCHEV staff reviews institutional submissions. SCHEV may request additional information and/or meetings with institutions to discuss the overall implications of potential actions that may be taken with regard to targeted programs.

Stage 4 Following the review of all submissions, SCHEV staff will submit to Council recommendations for action. The final plan approved by Council will include a closure effective date for each program to be discontinued. It is anticipated that recommendations will be submitted at the March meeting and a final plan will be approved at the July meeting, although these targets are subject to modification.

Stage 5 Following Council’s final action, SCHEV will submit a report on program discontinuances to the Governor and General Assembly, as per Code of Virginia §23.1-203 (6).

IV. Four-Year Institution Program Productivity Quantitative Standards

A. Formula for Graduates

$$([\text{Student/faculty ratio}] \times [\text{number of FTEF}=2]) \div (\text{number of years to complete the degree}) = \text{minimum \# of graduates per year.}$$

Variables:

Student/faculty ratio—derived from the base adequacy policy

Number of FTEF—two faculty FTE assumed per program

Number of years to complete the degree—baccalaureate (4);
masters/professional (3); doctoral (5)

Illustrative Calculations:

Bachelor's degree in Business: $24 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 4 \text{ years} = 12$
graduates per year

Master's degree in Business: $11 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 7$
graduates per year

Doctorate in Business: $9 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 5 \text{ years} = 4$
graduates per year

Professional degree in Law: $17 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 11$
graduates per year

B. Formula for FTE enrollment

$([\text{Student/faculty ratio}] \times [\text{number of FTEF}=2]) = \text{FTE enrollment.}$

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

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Masters/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
Agriculture & Nat Resources						
Architecture & 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						
Other	-	-	34	11	-	-
Law						

¹Excludes medicine, dentistry, and veterinary medicine

D. Utilization of Quantitative Standards in Program Productivity Review

Stage 1 of the program productivity review consists of SCHEV notifying institutions as to which programs have not satisfied both applicable standards (FTE and Grads) as specified in the table above. Upon receiving this notice, institutions should promptly review the information for targeted programs available on SCHEV's [policy and data tools page](https://research.schev.edu/Productivity/) (<https://research.schev.edu/Productivity/>), and report any apparent data inaccuracies to SCHEV's Policy Analytics Unit. If a data correction results in a program satisfying a previously failed quantitative standard, that program will be removed as a target of the productivity review. At this time, institutions will list all degree program discontinuances since the last program productivity review on the "History of Discontinued Programs Form." Institutions will also report to SCHEV, using the "Targeted Program Exemptions Form" whether they wish to exercise any of the following options to remove eligible programs from further review:

- Five-Year Exemption. Any program that has been in existence for five or fewer years (i.e., since 2014-15) may be exempt from review, at request of the institution.
- Aggregating Data for Programs at the Same Level. For programs that offer more than one degree option in the same subject at the same level, SCHEV may consider aggregated data for all options at that level (e.g. BA/BS in Sociology, or MA/MFA in Music). Normally, this option will require that the aggregated programs have the same CIP code.
- Aggregating Data for Programs at the Master's and Doctoral Levels. For programs with the same CIP code that are offered at the master's and doctoral levels, data on enrollment and graduates may be combined to meet the applicable productivity standards. In such cases, aggregated data for the programs must satisfy the aggregated productivity standards for the programs in question.

V. Justification of Targeted Programs on Qualitative Grounds

If a targeted program is not eligible for the five-year exemption and "data aggregation" does not apply, the institution must submit a completed "Institutional Action Form," indicating whether it will discontinue the program or seek to justify its continuation. If seeking continuation, the institution must indicate which qualitative criteria apply to

the program in question and submit supporting documentation for each criterion. Qualitative criteria are indicated on the Institutional Action Form. In general, in order for a proposed justification to be successful, the targeted program must receive a compelling defense in terms of mission centrality, efficient use of resources, quality, and institutional commitment. The specified qualitative criteria are intended to elicit a full range of factors according to which a compelling defense can be made. SCHEV may request additional information with regard to any particular targeted program or with regard to an institution's overall approach to program productivity review and program discontinuances.

VI. Staff Recommendations and Council Action

Following review of institutional submissions, staff will recommend actions to Council. Council action will generally be to continue or discontinue a targeted program. In certain exceptional cases, Council may place restrictions or ask for follow-up reports on a program that has been approved to continue. In cases where an institution and SCHEV staff have not been able to come to agreement on a program or programs, the institution may request to appear before Council before final action is taken.