## Table of Contents

Definitions ............................................................................................................................................. 1
Credit Hour Policy ................................................................................................................................. 3
General Policies .................................................................................................................................... 5
Responsibilities of Proposal Preparers ................................................................................................. 7
Responsibilities of Curriculum Committee Chairs
   Departmental ..................................................................................................................................... 8
   Undergraduate College .................................................................................................................. 9
   Graduate .................................................................................................................................. 10
   Committee on Educational Policy (EPC) .................................................................................... 11
Process Descriptions
   Core Curriculum – New Course and Course Change ............................................................... 13
   Undergraduate Non-Core Curriculum – New Course and Course Change ......................... 14
   Undergraduate – New Program and Program Change ............................................................ 15
   Graduate – New Course and Course Change ........................................................................ 17
   Graduate – New Program and Program Change ..................................................................... 18
   General Academic Policy – New and Change ...................................................................... 19
Appendix A – CIP Codes .................................................................................................................... 20
Appendix B – Syllabus Guidelines .................................................................................................... 21

DEFINITIONS

The following definitions are adapted from SACSCOC or SCHEV policies and procedures.

Certificate program
Curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally specific field of study. An undergraduate certificate has a minimum of 9 credit hours and a maximum of 18 credit hours. A post-baccalaureate certificate does not require enrollment in a graduate-level degree program but has the majority of required courses at the graduate level, with a minimum of 9 credit hours and a maximum of 15 credit hours. A graduate certificate has a minimum of 12 credit hours and a maximum of 24 credit hours.

Classification of Instructional Programs (CIP) code
Six-digit code assigned to each discipline specialty that classifies instructional programs (see Appendix A for further information).

Contact hour
A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Credit
Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, professional endorsement or certificate.

Credit course
A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, professional endorsement or certificate.

Credit hour
See credit hour policy on page 3.

Cross-listed course
A single course offered for registration under two or more disciplines. The courses bear the same number and are identical for everyone enrolled.

FPPM
Faculty Policies and Procedures Manual.

Internship
Any short-term, supervised work experience usually related to a student’s major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

Major requirements
The common core or major requirements for a degree program that apply to all concentrations, tracks or subareas. Per SCHEV policy, the common core of a bachelor’s degree should constitute at least 25% of the total credit hours required for the degree, excluding core curriculum; the common core of a master’s degree should constitute 50% of the total credits required for the degree. Appropriate justification must be provided for a master’s degree with a core of less than 50%.
Organizational change - “simple”

1. Any organizational change made below the departmental level or involving only personnel matters within existing organizational units above the departmental level, including the establishment of a “fully-exempt” off-campus site. (No state action required)

2. Any organizational change at or above the departmental level (excluding personnel matters above the departmental level) that is to be made solely for the purposes of internal management, including the establishment of a “partially exempt” off-campus site. (SCHEV staff must be notified in writing)

Organizational change - “complex”

Any organizational change at or above the departmental level (excluding personnel matters in units above the departmental level) that is to be made for reasons other than simple internal management, including the establishment of a “non-exempt” off-campus instructional site. (SCHEV Council must review and approve or disapprove)

Program

A curriculum or course of study in a discipline or interdisciplinary area that leads to a degree or certificate.

Program area

A group of disciplines in which one or more degree programs or certificates may be offered.

SACSCOC

Southern Association of Colleges and Schools Commission on Colleges

SCHEV

State Council of Higher Education for Virginia

Stacked course

A single course offered for registration at two different levels, for example: the graduate and undergraduate level or 300/400 level. Each student is enrolled at their respective level of instruction.

Substantive change

A significant modification or expansion of the nature and scope of an academic program which deviates from the original program approved by SCHEV and SACSCOC (changes the essence of the program).

1. The addition or deletion of courses from a program that represent a significant departure in content from what was approved by SCHEV and SACSCOC.

2. An increase or decrease in the number of credit hours awarded for successful completion of the program.

3. The discontinuance of a program.

4. A change in the delivery format of a program.
CREDIT HOUR POLICY

The following standards are from the FPPM, Section II-K Standards for Academic Credit (last updated 10/10/13), and apply to the awarding of credit in University courses.

1. Longwood University credits are awarded on a semester-hour basis. Generally, 1 credit represents a total of approximately 37.5 hours of student engagement. The distribution of time, for example between class activities and outside work, varies depending on the type of class.

For each credit hour awarded in a course with a traditional format:

a. Lecture courses must meet at least 12.5 hours per semester. To perform at an acceptable level the student will be expected to spend a minimum of 25 hours outside of class working on study or other course related activities.

b. Laboratories must meet at least 25 hours per semester. To perform at an acceptable level the student will be expected to spend a minimum of 12.5 hours outside of class working on study or other course related activities.

c. Activity courses must meet 37.5 hours per semester.

d. The instructor shall be responsible for structuring the course at a level appropriate to accomplish these goals.

2. An on-line or hybrid version of a course which is also taught regularly in one of the formats mentioned above will be considered to have met the credit hour requirement if it covers the same amount of material with the same level of assessment. (See Section II-U Online and Hybrid Teaching and Learning in the FPPM.) Other types of courses must meet time equivalences consistent with these standards.

3. The instructor shall obtain evidence that the student has acquired knowledge or skill through written tests, performances, exhibitions, experiments, compositions, or research results which demonstrate the attainment of a predetermined level of proficiency or achievement to justify the awarding of credits.

4. The instructor shall be responsible for structuring a graduate course so that the level of instruction and performance exceeds that of undergraduate courses, as documented in the course syllabus (e.g., increased contact hours, increased course content, and/or elevated research requirements).

5. Criteria for lower and upper division undergraduate courses differ, and course numbers should be assigned accordingly.

6. Quality content of all independent study courses and variable-topic numbered courses should be guaranteed by departments.

7. All internships must include appropriate supervision both by a representative of the department in which it is taken, and qualified on-site personnel before credit is awarded.

8. There are times when academic learning objectives may be satisfied completely outside the academic setting and still be compatible with academic work, thus worthy of academic credit. Care must be taken in order to establish that equivalent learning has occurred and that students are not being given credit for the same learning twice. Prior to entering the program a student must be able to reasonably assess whether they will be awarded academic credit for their experiences. Programs that wish to have credit awarded for experiential learning must have appropriate objectives, rubrics, and processes to satisfy this policy.
The Committee on Educational Policy, with the approval of the Faculty Senate, will maintain the process and forms required. Copies of the documentation and/or portfolio used to award experiential learning long with the rubric must be provided to the Office of the Registrar, with a department chair’s signature for a grade of PR (experiential learning) to be posted to the student’s transcript.

All proposals for an academic area to offer experiential learning must include a fee structure.

Experiential credit may not be used to satisfy General Education goals 1 – 13, Core Curriculum requirements, or as part of the 30 credits of upper level courses required to be taken at Longwood.
GENERAL POLICIES

Catalog/Course Schedule
In order for a course to appear in the printed catalog or on the class schedule, it must have received approval through the curriculum process. Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. The Office of the Registrar takes responsibility for verifying the undergraduate catalog and all course schedule information. The College of Graduate and Professional Studies takes responsibility for verifying the graduate catalog.

Assigning Course Numbers
Course numbers shall be assigned by the academic unit initiating the course after consultation with the Registrar in accord with courses already listed in the catalog.

Special Topics Courses
The numbers 295, 495, 595, and 695 are reserved for special topics courses. These courses may be offered once under this experimental number. After being offered once, a course must be proposed and approved as a regular course with an assigned number before it can be offered again.

Return and Resubmit Proposals
If a curricular change is rejected at any level, it is sent back to the originator for review, change, and resubmission if desired. EPC chair may correspond directly with originator for minor corrections.

Storage or Deletion or Retrieval of a Course or Program
If a department wishes to remove a course or program from the catalog, it may be sent to storage using the appropriate procedure for course or program change, or deleted permanently. Courses will remain in storage for seven years before being deleted permanently. Programs will remain in storage for five years before being deleted permanently. The Registrar will maintain a list of courses in storage. Once deleted permanently, all paperwork for a new course and/or program would need to be submitted and approved.

Copies for Submission
One signature copy should follow each proposal through the approval channels. The college curriculum chairs are responsible for loading electronic versions of the proposals that pass their committees onto a file share specified by the chair of EPC by the date and time indicated on the EPC schedule. The proposal, syllabi, and other relevant documents should all be included in one file in MS Word format.

Final Approval for Curriculum
Under the final authority of the President and the Board of Visitors, the Faculty Senate shall have responsibility to advise, make recommendations on, and approve matters of curriculum, academic programs and policies. The Senate has the authority on all decisions regarding interdisciplinary program changes and substantive changes to programs or policies prior to submission to the Board of Visitors. Other curricular decisions are made by the Educational Policy Committee (EPC), the college curriculum committee, the graduate committee, or the college deans. Please check the appropriate reporting matrix on the Academic Initiatives and Curriculum Development blog under Resources for specific information.
Notification after Final Approval

The chair of the Educational Policy Committee will notify the Senate of new courses and course and program changes. Faculty members may notify the EPC chair of objections or questions. Should objections remain after informal attempts to resolve them, the question may be forwarded to the full Senate for its consideration.

Cross-Listing Courses

A course being taught by one department may be cross-listed by a second department, provided the department offering the course has no objections. The cross-listing must receive approval through the curriculum process for each area of the cross-listing, including the department, college and EPC levels. Any change(s) made to a cross-listed course will require a separate form for each course/discipline.

Generic Course Numbering

The following numbers are reserved for these purposes:

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>311, 312, 511, 512</td>
<td>Study Abroad (1-18 credit hours)</td>
</tr>
<tr>
<td>461</td>
<td>Senior or Capstone Seminar</td>
</tr>
<tr>
<td>390, 490, 590, 690</td>
<td>Directed or Independent Study (1-18 credit hrs)</td>
</tr>
<tr>
<td>292, 392, 492, 592, 692</td>
<td>Internships (1-18 credit hours)</td>
</tr>
<tr>
<td>1XX, 2XX, 3XX, 4XX</td>
<td>Elective Transfer Credits (Registrar’s use only)</td>
</tr>
<tr>
<td>295, 395, 495, 595, 695</td>
<td>Special Topics Courses (1-6 credit hours)</td>
</tr>
<tr>
<td>498, 499</td>
<td>Honors Research</td>
</tr>
<tr>
<td>699</td>
<td>Comprehensive Exam</td>
</tr>
</tbody>
</table>

Implementation

Curricular issues and Academic Policy that receive final approval during one academic year take effect during the next academic year unless stated otherwise. Issues and policies which require documentation in the university catalog must reach EPC by March 1st and approval by March 31st in order to ensure inclusion in the next year’s catalog.

Any curricular change with implications for the Virginia Approved Program or Council for the Accreditation of Educator Preparation (CAEP) status of Longwood's Teacher Preparation programs should first be reviewed by the Dean of the College of Education and Human Services before being sent to EPC, Faculty Senate, or the Registrar.
RESPONSIBILITIES OF PROPOSAL PREPARERS

Consider whether your proposal is a **Curriculum Change** (e.g., in a course, in a major, core curriculum, etc.) or **General Policy Change** (campus-wide academic rules and regulations). In order to insure timely processing of proposals with EPC, Faculty Senate and catalog deadlines, originators must consult with the department curriculum chair at the outset.

**CURRICULUM CHANGES**

Prepare appropriate forms and supporting materials and submit to the chair of your departmental curriculum committee. Check for the most recent forms on the Academic Initiatives and Curriculum Development blog. The following notes will be helpful to you as you prepare the materials.

- **Review the appropriate process descriptions:**
  1. Core Curriculum - New Course and Course Change
  2. Non-Core Curriculum – New Course and Course Change
  3. Undergraduate Majors, Minors and Concentrations – New Program and Program Change
  4. Graduate – New Course and Course Change
  5. Graduate – New Program and Program Change

- **Note the required approvals:**
  See the curriculum matrices on the Academic Initiatives and Curriculum Development blog under Resources.

- **Select the appropriate form:**
  1. Complete the Academic Initiative Planning Checklist on the Academic Initiatives and Curriculum Development blog if appropriate
  2. Undergraduate and Graduate forms are separate
  3. Signature page for each form is a separate sheet
  4. Check the “Revised” date on the form - only the most current forms will be accepted

- **Be sure that:**
  All course proposals for new courses are accompanied by a syllabus in the Longwood format (see Appendix B). Check with the registrar about appropriate course numbers if new courses or course numbers are being proposed. Syllabi for new Core Curriculum courses should give evidence that the course meets the appropriate requirements and learning outcomes.

**GENERAL ACADEMIC POLICY CHANGES**

Should include background on the origin of the proposal, a summary of the new policy or the proposed changes to an existing policy and the rationale for the policy or the proposed changes. Use the General Academic Proposal/Policy Cover Sheet on the Academic Initiatives and Curriculum Development blog for changes submitted to the Faculty Senate Executive Committee.
RESPONSIBILITIES OF DEPARTMENTAL CURRICULUM COMMITTEE CHAIRS

1. Plan at the beginning of the academic year:
   - Follow department guidelines and bylaws about scheduling meetings.

2. Receive agenda items from appropriate sources:
   - Receive proposals from faculty members and program coordinators.
   - Review and distribute proposals to committee members.

3. Advise Proposal Preparers as needed (please contact the EPC chair or SCHEV liaison with any questions).

4. Set agenda for each meeting:
   - Verify that materials received in Item 2 above are appropriate for consideration by the department curriculum committee and request any necessary additional information.
   - Distribute agenda and supporting materials to committee members.
   - Schedule meeting.

5. Preside over Department Curriculum Committee meetings.

6. Present approved proposals at department meeting, if required by departmental bylaws.

7. Send each proposal through channels according to the appropriate matrix:
   - Complete and get appropriate signatures on the Academic Initiative Planning Checklist on the Academic Initiatives and Curriculum Development blog if required. Include the signed checklist with the signature copy.
   - Sign and get the department chair’s signature.
   - Obtain the dean’s signature.
   - Deliver signature copies to the college curriculum, core curriculum, or graduate committee chair, along with the electronic versions of the proposals. The proposal, syllabi, and other relevant documents should all be included in one file in MS Word format. Consult with the college or graduate curriculum chair about the need for hard copies for committee members.
   - If a number of proposals are sent forward together from one department, include a cover page summarizing submissions when sending to the Dean and the College Committee, Core Curriculum Committee, or Graduate Committee.

8. Attend College Curriculum Committee meetings.
RESPONSIBILITIES OF UNDERGRADUATE COLLEGE CURRICULUM COMMITTEE CHAIRS

1. Set meeting schedule for the year:
   - Avoid, when possible, days on which departments also meet, but coordinate with EPC meetings (college meetings to come at least one and a half weeks in advance of EPC).
   - Reserve meeting room.

2. Solicit proposals from Departmental Representatives:
   - Receive proposals at least two weeks before meeting; advise as needed.
   - Remind everyone of the deadlines for submitting proposals to the college committee and to EPC, and of the Registrar’s deadlines for next year’s catalog copy and for finalizing the schedule for fall registration in the spring.
   - Forms are available online (only the most recent forms will be accepted).

3. Advise Proposal Preparers of various aspects of the process (Please contact the EPC chair or SCHEV liaison with questions):
   - Send each proposal through channels according to the matrix on the Academic Initiatives and Curriculum Development blog under Resources.
   - Note that the original copy of the proposal should contain the signatures of:
     - the departmental curriculum committee chair
     - the department chair
     - the dean
   - Notify Chairs of departments likely to be affected or interested in the proposal.
   - Include a copy of the signed Academic Initiative Planning Checklist on the Academic Initiatives and Curriculum Development blog if appropriate. Include the signed checklist with the signature copy.

4. Set agenda for each meeting:
   - Distribute agenda and supporting materials to committee members. If possible, send the materials for any meeting all at once, in one packet, with a note (or the agenda) itemizing the contents. Urge those not able to attend to send a departmental representative in their stead, with copies in hand. Instruct committee members not to make notes on actual proposal paperwork.
   - In the case of controversial or complicated proposals, invite interested members of the department as needed.

5. Preside over the meeting, gather copies of proposals.

6. Process of reporting after each meeting:
   - Sign each proposal and deliver signature copies to the EPC chair, along with the electronic versions of the proposals, to be uploaded to a file share specified by the chair of EPC by the date and time indicated on the EPC schedule. The proposal, syllabi, and other relevant documents should all be included in one file in MS Word format.
   - Summarize all approved proposals and attach to each packet.
RESPONSIBILITIES OF GRADUATE CURRICULUM COMMITTEE CHAIR

1. Set meeting schedule for the year:
   - Avoid, when possible, days on which departments also meet, but coordinate with EPC meetings (graduate meetings to come at least one and a half weeks in advance of EPC).
   - Reserve meeting room.

2. Solicit proposals from Departmental Representatives:
   - Receive proposals at least two weeks before meeting; advise as needed.
   - Remind everyone of the deadlines for submitting proposals to the committee and to EPC, and of the Registrar’s deadlines for next year’s catalog copy and for finalizing the schedule for fall registration in the spring.
   - Forms are available online (only the most recent forms will be accepted).

3. Advise Proposal Preparers of various aspects of the process (please contact the EPC chair or SCHEV liaison with questions):
   - Send each proposal through channels according to the matrix on the Academic Initiatives and Curriculum Development blog under Resources.
   - Note that the original copy of the proposal should contain the signatures of:
     - the departmental curriculum committee chair
     - the department chair
     - the dean
   - Chairs of departments likely to be affected or interested in the proposal are notified.
   - Include a copy of the signed Academic Initiative Planning Checklist on the Academic Initiatives and Curriculum Development blog if appropriate. Include the signed checklist with the signature copy.

4. Set agenda for each meeting:
   - Distribute agenda and supporting materials to committee members. If possible, send the materials for any meeting all at once, in one packet, with a note (or the agenda) itemizing the contents. Urge those not able to attend to send a departmental representative in their stead, with copies in hand. Instruct committee members not to make notes on actual proposal paperwork.
   - In the case of controversial or complicated proposals, invite interested members of the department as needed.

5. Preside over the meeting, gather copies of proposals.

6. Process of reporting after each meeting:
   - Sign each proposal and deliver signature copies to the EPC chair, along with the electronic versions of the proposals, to be uploaded to a file share specified by the chair of EPC by the date and time indicated on the EPC schedule. The proposal, syllabi, and other relevant documents should all be included in one file in MS Word format.
   - Summarize all approved proposals and attach to each packet.
RESPONSIBILITIES OF THE EPC CHAIR

1. Plan at the Beginning of the Academic Year:

Set schedule/meeting time: the normal time is 3:30 on the 4th Tuesday of each month, but must be set around the Senate schedule.

- Inform the following parties of the location of the most current Curriculum Development Handbook on the Longwood website:
  - Department Chairs (it is expected that the department chair will make this document available to program coordinators)
  - Department Curriculum Committee Chairs
  - EPC members
  - Deans and Provost/VPAA

- Reserve meeting room.

- Notify all members of the committee of the meeting schedule:
  - 7 members appointed by Senate Executive Committee
  - 4 Chairs of college curriculum committees
  - Registrar
  - Director of Liberal Studies
  - Associate Provost for Accreditation and Compliance

- Inform college curriculum chairs of the deadlines for submitting proposals to the college committee and to EPC, and of the Registrar’s deadlines for next year’s catalog copy and for finalizing the schedule for fall registration in the spring.

- Inform committee members of the procedure for picking up iPads from Academic Affairs for use during their time on EPC. Committee members should bring these tablets, or a device of their own, or hard copies they have printed out on their own (if they choose not to use an electronic device) to each meeting, so that each member can consult the texts of the proposals during meetings.

- Instruct committee members on procedures for adding comments to (but not altering the text of) electronic versions of the proposals.

- Notify Deans, Provost/VPAA, Senate Chair, Senate Secretary and Core Curriculum Chair of the schedule.

- Schedule orientation meeting for new college curriculum chairs and new department curriculum chairs to review processes if needed.

2. Receive agenda items from appropriate sources:

- Receive course and program changes and additions from chairs of college curriculum committees, chair of graduate committee, chair of Core Curriculum Committee, and director of interdisciplinary programs.

- Receive policy change proposals from anyone—faculty or administration.

3. Advise preparers of proposals as needed and consult with SCHEV or SACSCOC liaison(s) as needed.

4. Set agenda for each meeting:

- Verify that materials received in Item 2 above are appropriate for consideration by EPC, and request any necessary additional information.

- Distribute agenda and supporting materials to members of EPC several days before each meeting (at least one week prior when the volume is large). It is best to send the materials for any meeting all at once, in one packet, with a note (or the agenda) itemizing the contents.
• Distribute copy of agenda to Deans and Registrar.

5. **Preside over EPC Meetings.**

6. **Report after each meeting:**

   - Sign all new courses and course changes which are completed at the EPC level and give them to the Registrar. See reporting matrices on the Academic Initiatives and Curriculum Development blog under Resources for information about which actions are complete at EPC level.
   - Sign all course and program actions which require further action by Senate and send them to the Senate President.
   - Notify Senate Executive committee of agenda items for consideration at the next Senate meeting.
   - Inform the chair of Faculty Senate about which proposals need to be approved by Senate only (these should then be sent to the Registrar) and which proposals need approval by the PVPAA and BOV before being sent to the Registrar.
   - Send materials to Senate secretary to be distributed with Senate agenda:
     - all items, with supporting materials, which require action by Senate
     - information on all actions completed at EPC level
   - Send to originator of proposals any items which were not approved by EPC, with some information about reasons they were not approved.

7. **Update Curriculum Development Handbook:**

   - Initiate any necessary changes in the "Curriculum Development Handbook" and prepare (with assistance of Provost/VPAA support) an updated copy to be turned over to the next EPC chair by August 1.

8. **Report at End of Academic Year:**

   - Provide a complete list to Senate of all actions completed by EPC.

**NOTE:** All academic policy changes that do not relate to a particular course or program should be sent to Senate for approval.
NEW COURSE AND COURSE CHANGE PROCESS

CORE CURRICULUM

Changes in an Existing Core Curriculum Course

- Title
- Catalog Copy
- Course Number
- Credit Hours
- Prerequisite(s)
- Substantial Change in Course Content
- Deletion of a Course
- Putting a Course in Storage
- Removing a Course from Storage

Proposed changes should be submitted by filling out the appropriate form on the Academic Initiatives and Curriculum Development blog. Be sure to pick the form that corresponds to the appropriate level and category. For changes to courses other than perspectives or pillar courses, fill out a new Core Curriculum course form. When making a substantive change, be sure to consider the course criteria listed on the following page. Changes in course number or credit hours should include “before” and “after” versions of the syllabus.

Changes in existing Core Curriculum courses must be approved by College Dean, the Core Curriculum Committee, the appropriate college curriculum committee, and the EPC.

Introducing a New Core Curriculum Course

Materials submitted for a proposed new core curriculum course must include:

- The appropriate form from the Academic Initiatives and Curriculum Development blog.
- Complete syllabus in the Longwood format.

Proposals for a new core curriculum course are sent from the department to the appropriate College Dean, then to the Core Curriculum Committee, and to the College Curriculum Committee before reaching the EPC.

Changes in the Core Curriculum Program

Proposals for changes in the core curriculum program requirements should be made directly to the Core Curriculum Committee. Final authority for approval of any change in the Core Curriculum Program rests with the full Faculty Senate.

A description of the proposed change should be submitted along with other appropriate information as indicated on the Undergraduate Program Change form on the Academic Initiatives and Curriculum Development blog.
NEW COURSE AND COURSE CHANGE PROCESS

UNDERGRADUATE NON-CORE CURRICULUM

Changes in an Existing Undergraduate, Non-Core Curriculum Course

- Title
- Catalog Copy
- Course Number
- Credit Hours
- Prerequisite(s)
- Substantial Change in Course Content
- Deletion of a Course
- Putting a Course in Storage
- Removing a Course from Storage

Proposed changes should be submitted by filling out the appropriate sections of an Undergraduate Course Change Non-Core Curriculum form on the Academic Initiatives and Curriculum Development blog. Changes in course number or credit hours should include “before” and “after” versions of the syllabus. Please contact the EPC chair with any questions.

Changes in existing undergraduate non-core curriculum courses will be made at the college level except when they affect another college(such as a prerequisite change which affects a course required in a program in another college) or involve an increase in credit hours. Changes should be submitted by the department to the Dean, and the College Curriculum Committee (or in the case of credit hour changes the Senate) will make the final decision of approval.

Introducing a New Undergraduate Non-Core Curriculum Course

Materials submitted for a proposed new course must include a completed Undergraduate New Course Non-Core Curriculum form on the Academic Initiatives and Curriculum Development blog and a complete syllabus in the Longwood format. (Appendix B.)

Proposals for new undergraduate non-core curriculum courses are sent from the Department through the appropriate Dean, to the College Curriculum Committee, and to the EPC for final approval. See matrix on the Academic Initiatives and Curriculum Development blog under Resources for the order of approvals.

Courses in Interdisciplinary Programs

When a proposal for a new course or for a change in an existing course originates with an interdisciplinary program, rather than a department, the required approval route shown on the matrix does not include approval by a department curriculum committee. The Undergraduate Course Change Non-Core Curriculum or Undergraduate New Course Non-Core Curriculum forms on the Academic Initiatives and Curriculum Development blog should still be used, but with appropriate changes in the signatures required for the approval process.
NEW PROGRAM AND PROGRAM CHANGE PROCESS

UNDERGRADUATE

Changes in a Major, Minor, Concentration, Interdisciplinary Programs or Program Licensure (non-core curriculum) including:

- Course Addition(s)
- Course Deletion(s)
- Number of Hours
- Grade Requirements
- Prerequisite Course(s)
- Discontinue program

Major, Minor, Concentration, Program Licensure:
A description of the proposed change should be submitted along with a completed Undergraduate Program Change form on the Academic Initiatives and Curriculum Development blog. The proposal originator should identify and inform other departments that may have an interest in this change (Item V on the form).

Proposals should be submitted by the Department through the College Dean to the College Curriculum Committee. The EPC will make the final decision of approval for a program change unless the change is substantive. In the case of substantive change, Senate approval as well as approvals by the Board of Visitors and the SCHEV and SACSCOC may be necessary (see matrix on the Academic Initiatives and Curriculum Development blog under Resources).

Interdisciplinary Programs:
Interdisciplinary programs include the Honors Program, International Studies, Liberal Studies, and any interdisciplinary minor.

A description of the proposed change should be submitted along with a completed Undergraduate Program Change Interdisciplinary Programs form on the Academic Initiatives and Curriculum Development blog. The proposal originator should identify and inform departments that may have an interest in this change (Item V on the form).

The approval process for changes within interdisciplinary programs begins with the program’s advisory committee. Final approval for program changes rests with the EPC unless the change is substantive. In the case of substantive change, Senate approval will be the final decision. The appropriate reporting channels are indicated in the matrix on the Academic Initiatives and Curriculum Development blog under Resources.

Changes in Degree Requirements
In addition to the core courses required for the Core Curriculum Program, students must take at least 3 credit hours which are listed as “Additional Degree Requirements.” A proposal for a change in these requirements should be submitted on the Undergraduate Program Change form on the Academic Initiatives and Curriculum Development blog. Changes in “Additional Degree Requirements” which fall outside the parameters of the definitions in the University Catalog should be submitted to the Core Curriculum Committee as a “General Policy Change.”
Proposals should be submitted through the Core Curriculum Committee, to the EPC, and then to the Faculty Senate.

**Inclusion of a Course from another Department in a Major or Minor as a Requirement**

A description of the proposed course inclusion should be submitted along with other appropriate information included in the *Undergraduate Program Change* form on the [Academic Initiatives and Curriculum Development blog](#).

The proposal must be approved by both the department requiring the course and the department offering the course. Final authority for approval rests with the college Dean(s).

**Introduction of a New Major, Minor, Concentration or Program**

New majors and degree programs must be approved through all Longwood University channels, including the President and the Board of Visitors, and must be sent to SCHEV and SACSCOC for final approval. These proposals should be submitted in the format described in the SCHEV Guidelines and SACSCOC substantive change policy.

You may find complete information about new SCHEV and SACSCOC program proposals on the [Academic Initiatives and Curriculum Development blog](#) under Programs.

Some program changes (minors, reconfiguration of existing degree programs, and concentrations) may not require SCHEV approval. These proposals may be submitted on the appropriate new program form. Before you begin preparing a proposal for a new program, complete the [Academic Initiative Planning Checklist](#) on the [Academic Initiatives and Curriculum Development blog](#) and consult the Provost/VPAA to determine whether it will be necessary to seek SCHEV and SACSCOC approval. This information could save you a great deal of time.
NEW COURSE AND COURSE CHANGE PROCESS

GRADUATE

Changes in an Existing Graduate Course

- Title
- Catalog Copy
- Course Number
- Credit Hours
- Prerequisite(s)
- Substantial Change in Course Content
- Deletion of a Course
- Putting a Course in Storage
- Removing a Course from Storage

Changes should be submitted by filling out the appropriate sections of the Graduate Course Change form on the Academic Initiatives and Curriculum Development blog. Changes in course number or credit hours should include “before” and “after” versions of the syllabus. The reporting process for a course change is shown on the matrix under Resources.

Proposals for changes in graduate courses are sent by the department to the Dean of the College of Graduate and Professional Studies. The Graduate Curriculum Committee then has final authority on these changes unless the change involves an increase in credit hours. When the change involves an increase in credit hours, the final approval lies with the EPC. Courses which carry a dual 400/500 course number must be approved through both the graduate and the undergraduate channels.

Introducing a New Graduate Course

Materials submitted for a proposed new course must include a completed Graduate New Course form on the Academic Initiatives and Curriculum Development blog and a complete syllabus in the Longwood format (Appendix B).

New graduate course proposals are sent through the Dean of the College of Graduate and Professional Studies to the Graduate Curriculum Committee, and then to EPC for final approval.
NEW PROGRAM AND PROGRAM CHANGE PROCESS

GRADUATE

Changes in a Major, Concentration, Graduate Endorsement, or Graduate Certificate including:

- Course Addition(s)
- Course Deletion(s)
- Number of Hours
- Grade Requirements
- Prerequisite Course(s)

A description of the proposed change should be submitted along with other appropriate information included in the Graduate Program Change form on the Academic Initiatives and Curriculum Development blog. The proposal originator should identify and inform other departments that may have an interest in this change (Item V on the form).

Proposals should be submitted by the Department through the Graduate Dean to the Graduate Curriculum Committee. The EPC will make the final decision of approval for a program change unless the change is substantive. In the case of substantive change, Senate approval as well as approvals by the Board of Visitors and the SCHEV and SACSCOC may be necessary (see matrix on the Academic Initiatives and Curriculum Development blog under Resources).

Inclusion of a Course from Another Department in a Major, Concentration, Graduate Endorsement or Certificate as a Requirement

A description of the proposed course inclusion should be submitted along with other appropriate information included in the Graduate Program Change form on the Academic Initiatives and Curriculum Development blog.

The proposal must be approved by both the department requiring the course and the department offering the course. Final authority for approval rests with the Graduate Curriculum Committee.

Introduction of a New Major or Degree Program

New majors and degree programs must be approved through all Longwood University channels, including the President and the Board of Visitors, and must be sent to SCHEV and SACSCOC for final approval. These proposals should be submitted in the format described in the SCHEV Guidelines and SACSCOC substantive change policy.

You may find complete information about new program proposals on the Academic Initiatives and Curriculum Development blog under Programs.

Some programs (reconfiguration of existing degree programs and concentrations) do not require SCHEV approval. These proposals may be submitted on the appropriate new program form. Before you begin preparing a proposal for a new program, complete the Academic Initiative Planning Checklist on the Academic Initiatives and Curriculum Development blog and consult the Provost/VPAA to determine whether it will be necessary to seek SCHEV approval. This information could save you a great deal of time.
GENERAL ACADEMIC POLICY: NEW AND CHANGE

Proposals for changes to existing academic policies (those policies typically located in the Academic Regulations section of the University catalogs) should be submitted by filling out the General Academic Proposal/Policy Cover Sheet on the Academic Initiatives and Curriculum Development blog and attaching any relevant documentation.

The completed proposal form must include the following:

- Committee(s) that authored or sponsored the proposal
- Background information describing the origins of the proposal, the nature of the problem which it addresses, and the work completed to devise the proposal
- Summary of the new policy or proposed changed or deletions to an existing policy
- Rationale for the policy or proposed changes
- Appropriate signature lines

All proposals for new or changes to general academic policies are to be submitted to the Senate Executive Committee for consideration. The Senate Executive Committee will then refer the proposal to the appropriate committee for initial consideration or present the proposal to the Faculty Senate. It is the responsibility of the Chair of the Faculty Senate to advise the originator of the proposal of its status and location.
Appendix A – CIP Codes

CIP stands for Classification of Instructional Programs. CIP codes were developed in 1980 by the National Center for Educational Statistics (NCES) within the US Department of Education. The CIP code is the federal government statistical standard on instructional programs classification which provides a classification scheme for accurate tracking, assessment and reporting of fields of study and program completion activity.

The codes are organized by academic and occupationally-specific programs. The classification system assumes every instructional program can be assigned to a single six-digit program code associated with a unique program title and description.

Each code has two components: a two digit occupational header and a four digit specific profession code. For example, the CIP code for Athletic Training programs is 51.0913 broken down as follows:

When proposing a new program a new CIP classification may or may not be needed depending on the structure of new program. If the new program is a new concentration within an existing program it can be housed within the same CIP code.

Anatomy of a CIP Code

51.0913

51
Health Professions and Related Clinical

51.09
Allied Health Diagnostic, Intervention and Treatment Profession

51.0913
Athletic Training/Trainer
Appendix B – Syllabus Guidelines

The following syllabus information is from the FPPM, Section II-B Syllabus/Office Hours (last updated 10/12/15). All items are required unless noted as optional.

Course Discipline and Number:
Course Title:
Semester Offered:

Instructor:                                             Office Location:
Office Telephone:                                     Office Hours:

Course Description: [Course descriptions should be written as they will appear in the catalog, including prerequisites and number of credits.]

Textbook: [And any other items to be provided by the students]

Course Objectives:

Course Contents: [Optional: omit if not used]

Class Schedule: [Must include at least a weekly listing of substantive topics]

Course Credits: [A statement including the number of credits, classroom or directed faculty time, and expectations of out of class student work]

Course Requirements:

Grading Policy:

Attendance Policy:

Honor Code Statement:

Other Items: [Optional: Name each item; omit if not used]

Bibliography: [Optional: References required of all students]