CURRICULUM DEVELOPMENT HANDBOOK

Longwood University

Revised August 2025

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NOTE: An electronic copy of the Curriculum Development Handbook and all current forms are available on the Academic Initiatives and Curriculum Development blog at http://blogs.longwood.edu/curriculum/.

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).

Concentration

A concentration within a degree program is a grouping of courses used to define a related sub-area of a degree program, distinct from a common core set of courses and/or core purpose of the degree program.

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 after these definitions.

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 Civitae 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). Possible examples include:

1. A new program that is not closely related to programs already at the institution or that requires a significant number of new faculty, courses, or resources.

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

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

4. The ~~discontinuance~~ closure of a program.

5. A change in the delivery format of a program.

6. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.

Track or Emphasis

A track or an emphasis within a degree program is either a further specialization within a concentration or a small grouping of courses defining a particular specialty within the degree program.

CREDIT HOUR POLICY

The following standards are from the FPPM, Section II. I. Standards for Academic Credit 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 online 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 FPPM Section II. T. Online and Hybrid Teaching and Learning.) 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 Civitae 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. 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.

Prefix Policy

Each disciplinary academic prefix (e.g., MATH, EDUC, ACCT) will be the responsibility of a specific department or academic unit. No course may be created or substantially modified without the approval of the administrative leader of that unit. If a new prefix is created, the units in charge of similar prefixes or who might be affected by the change must be consulted.

An academic prefix for an existing major, minor, or certificate will be the responsibility of the department or academic unit that administers that major or minor. Prefixes for courses which do not lead to a major, minor, or certificate will be the responsibility of the unit that originated or historically controlled it. Prefixes not in either category, such as GNED or CTZN, will be assigned to a unit by the PVPAA. The registrar's office will keep a record of the unit to which each prefix is assigned.

Professional studies courses will have a "P" in front of an existing academic prefix (e.g., CSDS will be PCSD). These are credit-bearing courses taken by students who are not degree-seeking. Control of the course remains with the creating department and all curriculum processes remain in place. The course material should match that of the original, non-professional-studies course.

The creation of an interdisciplinary course or any course in a specifically interdisciplinary prefix (like HBSI) requires the documentation and justification of the faculty credentials required to teach such a course. Completed documentation resides in the Office of Accreditation and Compliance.

Interdisciplinary prefixes (e.g. INST, NEUR, WGST, HBSI, HONS, ISCI) will normally only be used for courses that are inherently interdisciplinary. However, a course whose content is from a single existing discipline may be offered with an interdisciplinary prefix, but only if it is cross-listed with a class with the relevant disciplinary prefix and the units controlling both prefixes approve.

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, 395, 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.

~~Discontinuance~~ Closure of a Program or Concentration; Storage, Deletion, Retrieval of a Course

If a program will be ~~discontinued~~closed, approval of external agencies must occur, including a teach-out plan. If a concentration is ~~discontinued~~closed, a teach-out plan may or may not be required.

If a department wishes to remove a course from the catalog, it may either be sent to storage or deleted using the appropriate procedure for course change. Courses not taught in five consecutive years and not in the generic numbering table below will be automatically put into storage. The Registrar will maintain a list of courses in storage. Courses in storage will remain there for three years before being deleted permanently. If a course is proposed to be retrieved from storage, the approval process is listed in Appendix C. Once removed permanently, a course or program is considered new and would need to be considered as such for consideration.

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 PVPAA. 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 or in Appendix C for specific information. Note that all curriculum decisions go to EPC and Senate at least as information items.

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:

1XX, 2XX, 3XX, 4XX	Elective Transfer Credits (Registrar's use only)
1XX, where XX is replaced by HC, HB, GC, AE, QR, or SR	Reserved for transfer courses with no Longwood equivalent that meet the associated Civitae Core Curriculum requirement as designated by the Director of Civitae Core Curriculum along with the appropriate department chair (Registrar only)
295, 395, 495, 595, 695	Special Topics Courses (1-4 credit hours)
390, 490, 590, 690	Directed or Independent Study (1-6 credit hours)
392, 492, 592, 692	Internships (1-15 credit hours)
461	Seminar (typically Senior or Capstone Seminar)
498, 499	Honors Research
511, 512	Study Abroad (1-18 credit hours)
699	Comprehensive Exam

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 Professional Education Council (PEC) before being sent to EPC, Faculty Senate, or the Registrar.

Implementation Deadlines for EPC review

Course changes intended to go into effect for the following summer or fall must reach EPC by November 1. All other curriculum proposals to be implemented in the following summer or fall (including program changes and new courses) must reach EPC by December 15. Curriculum proposals intended to go into effect the following intersession or spring, and proposals related to academic policy must reach EPC by March 1.

Course Title and Description Guidance

Only a course title of 30 or fewer characters will appear completely on a transcript. EPC strongly recommends that course descriptions should not exceed 100 words.

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 ensure 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 appropriate information to the chair of your departmental curriculum committee. Forms and materials are submitted on Curriculog. The following notes will be helpful to you as you prepare the materials.

- Review the appropriate process descriptions:
    1. Civitae Core Curriculum - New Course and Course Change
    2. Non-Civitae 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.

- 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 Civitae Core Curriculum courses should give evidence that the course meets the appropriate requirements and learning outcomes.

GENERAL ACADEMIC POLICY CHANGES

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. Have your department curriculum chair prepare the **General Academic Proposal/Policy Cover Sheet** on Curriculog 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 information for proposals from faculty members and program coordinators.
    • Prepare proposals on Curriculog and process them in a timely manner.

3. Advise Proposal Preparers as needed (please contact the EPC chair, Office of Accreditation and Compliance, 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.
    • Create agenda and supporting materials for committee members on Curriculog.
    • Schedule meeting.

5. Preside over Department Curriculum Committee meetings.

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

7. Ensure that approved electronic proposals are passed on to the next step of the curriculum process with dispatch.

8. Attend College Curriculum Committee meetings.

RESPONSIBILITIES OF UNDERGRADUATE COLLEGE AND GRADUATE 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 on Curriculog.

3. Advise Proposal Preparers of various aspects of the process (Please contact the EPC chair or SCHEV liaison with questions):

   - Ensure that notifications of Chairs of departments likely to be affected or interested in the proposal has occurred.
   - Include a copy of the **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:

   - Create agenda and supporting materials for committee members on Curriculog. Urge those not able to attend to send a departmental representative in their stead
   - In the case of controversial or complicated proposals, invite interested members of the department as needed.

5. Preside over the meeting.

6. Ensure that proposals have been imported properly, that required elements of the form provide appropriate information, and that any required attachments include all standard information.

7. Ensure that approved electronic proposals are passed on to the next step of the curriculum process with dispatch.

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 PVPAA
- 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
  - Chair of PEC
  - Associate Vice President for Academic Affairs
- 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.
- Instruct committee members on procedures for adding comments to (but not altering the text of) electronic versions of the proposals.
- Notify Deans, PVPAA, Senate Chair, Senate Secretary and Civitae Core Curriculum Director 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 curriculum committee, director of Civitae Core Curriculum Committee, and chair of PEC.
- Receive academic policy change proposals from anyone—faculty or administration. Changes from an individual not on EPC should be sent to Senate Exec for referral.

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.
- Create agenda and supporting materials for members of EPC several days before each meeting (at least one week prior when the volume is large).
- Distribute copy of agenda to Deans and Registrar.

5. Preside over EPC Meetings.

6. Report after each meeting:

- Act on all items in Curriculog in a timely manner. See reporting matrices on the [Academic Initiatives and Curriculum Development blog](#) under Resources for information about which actions are complete at EPC level.
- 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 and which proposals need approval by the PVPAA and BOV before being sent to the Registrar.
- Send a summary to the Senate secretary to be distributed with Senate agenda:
  • all items, with supporting materials, that require action by Senate
  • information on all actions completed at EPC level
- Make sure the documentation to the originator of proposals that were not approved by EPC is informative and includes reasons the proposals were not approved.

7. Report at End of Academic Year:

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

8. Update Curriculum Development Handbook:

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

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:
CIVITAE CORE CURRICULUM

Changes in an Existing Civitae Core Curriculum Course

- Title
- Course Description
- Course Number
- Credit Hours
- Prerequisite(s)
- Substantial Change in Course Content
- Deletion of a Course
- Putting or ~~Removing~~ Retrieving a Course in Storage

Proposed changes should be submitted by filling out the appropriate form on Curriculog. Be sure to pick the form that corresponds to the appropriate level and category. There are forms specifically for Civitae Core Curriculum courses. Changes in course number or credit hours should include "before" and "after" versions of the syllabus.

Changes in existing Civitae Core Curriculum courses must be approved by College Dean, the Civitae Core Curriculum Committee, the appropriate college curriculum committee, and the EPC. If the only proposed change to a course is to the course pre-requisite, a syllabus is generally not needed, unless a substantial change to course content unseen in the course description also results.

Introducing a New Civitae Core Curriculum Course

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

- Forms are on Curriculog.
- 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 Civitae Core Curriculum Committee, and to the College Curriculum Committee before reaching the EPC. See matrix on the Academic Initiatives and Curriculum Development blog under Resources or in Appendix C for the order of approvals.

Changes in the Civitae Core Curriculum Program

Proposals for changes in the core curriculum program requirements should be made directly to the Civitae Core Curriculum Committee. Final faculty authority for approval of any change in the Civitae Core Curriculum Program rests with the full Faculty Senate. These proposals are then sent to the PVPAA and possibly the President and BOV.

A description of the proposed change should be submitted along with other appropriate information as indicated on the **Undergraduate Program Change** form on Curriculog.

NEW COURSE AND COURSE CHANGE PROCESS:
UNDERGRADUATE NON-CIVITAE

Changes in an Existing Undergraduate, Non-Civitae Core Curriculum Course

- Title
- Course Description
- Course Number
- Credit Hours
- Prerequisite(s)
- Substantial Change in Course Content
- Deletion of a Course
- Putting or Retrieving Removing a Course in Storage

Proposed changes should be submitted by filling out the appropriate form on Curriculog. 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-Civitae core curriculum courses are approved at the college level except when they affect another college (e.g., a prerequisite change which affects a course required in a program in another college), teaching licensure (which will involve PEC) or involve an increase in credit hours. EPC will receive these non-exceptional items as information items. Changes will follow the approval processes outlined on the Academic Initiatives and Curriculum Development blog. If the only proposed change to a course is to the course pre-requisite, a syllabus is generally not needed, unless a substantial change to course content unseen in the course description also results.

Introducing a New Undergraduate Non-Civitae Core Curriculum Course

Materials submitted for a proposed new course using the appropriate form on Curriculog must also include a complete syllabus in the Longwood format. (Appendix B.)

Proposals for new undergraduate non- Civitae 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 or in Appendix C for the order of approvals and potential exceptional circumstances.

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 appropriate forms on Curriculog should be used.

NEW PROGRAM AND PROGRAM CHANGE PROCESS: UNDERGRADUATE

Changes in a Major, Minor, Concentration, Interdisciplinary Programs or Program Licensure (non-Civitae Core curriculum) including:
- Course Addition(s)
- Course Deletion(s)
- Total Number of Credit Hours
- Grade Requirements
- Prerequisite Course(s)
- ~~Discontinue~~ Close program

Major, Minor, Concentration, Program Licensure:
A description of the proposed change should be submitted along with a completed **Undergraduate Program Change** form on Curriculog. The proposal originator should identify and inform other departments that may have an interest in this change.

Proposals should be submitted by the Department through the College Dean to the College Curriculum Committee. The Professional Education Council will review the change should it affect licensure. 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 or in Appendix C).

Interdisciplinary Programs:
Interdisciplinary programs include Liberal Studies. Interdisciplinary minors follow the same approval process as an interdisciplinary program.

A description of the proposed change should be submitted on the appropriate Curriculog form. The proposal originator should identify and inform departments that may have an interest in this change.

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 or in Appendix C.

Changes in Degree Requirements

In addition to the core courses required for the Civitae 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 Curriculog.

Introduction of a New Degree Program (Major), Minor, or Concentration

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 Office of Accreditation and Compliance to determine whether it will be necessary to seek SCHEV and SACSCOC

approval. Such a checklist should be completed before any approvals in the curriculum process, as per the matrix of approval processes.

New degree programs (majors) must be approved through all Longwood University channels, including the President and the Board of Visitors, and almost certainly 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 information about new SCHEV and SACSCOC program proposals on the [Academic Initiatives and Curriculum Development blog](#) under Programs.

Some items that appear on new program forms (e.g., minors, certain reconfigurations of existing degree programs, and certain concentrations) may not require SCHEV approval.

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 or Retrieving ~~Removing~~ a Course in Storage

Changes should be submitted by filling out the appropriate form on Curriculog. Changes in course number or credit hours should include "before" and "after" versions of the syllabus. If the only proposed change to a course is to the course pre-requisite, a syllabus is generally not needed, unless a substantial change to course content unseen in the course description also results. The reporting process for a course change is shown on the approval matrix on the blog under Resources or in Appendix C.

Proposals for changes in graduate courses are sent by the department to the Dean of the College, then 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 or the change involves a course related to teaching licensure. When the change involves an increase in credit hours, the final approval lies with Faculty Senate. 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 Curriculog and a complete syllabus in the Longwood format (Appendix B).

New graduate course proposals are sent through the Dean of the College to the Dean of the College of Graduate and Professional Studies to the Graduate Curriculum Committee, potentially to PEC, 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 Curriculog. The proposal originator should identify and inform other departments that may have an interest in this change.

Proposals should be submitted by the Department through the Graduate Dean to the Graduate Curriculum Committee and potentially PEC. 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 or in Appendix C).

Introduction of a New Major or Degree Program

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 Office of Accreditation and Compliance to determine whether it will be necessary to seek SCHEV and SACSCOC approval. Such a checklist should be completed before any approvals in the curriculum process, as per the matrix of approval processes.

New degree programs (majors) 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 information about new SCHEV and SACSCOC program proposals on the Academic Initiatives and Curriculum Development blog under Programs.

Some items that appear on new program forms (e.g., certain reconfigurations of existing degree programs, and certain concentrations) may not require SCHEV approval.

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** in Curriculog 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

All proposals for new or changes to general academic policies will be routed to the Senate Executive Committee for consideration. General academic policies related to EPC's purview will receive first consideration by EPC. The Senate Executive Committee will refer other proposals to the appropriate committee for initial consideration or present the proposal to the Faculty Senate.
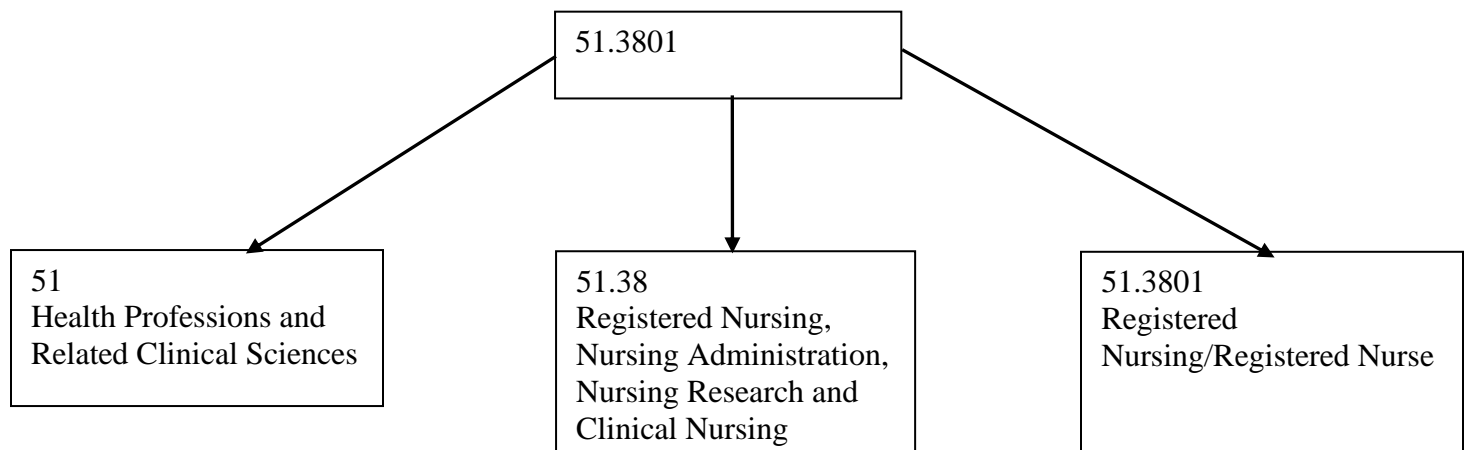
APPENDIX A: CIP CODES

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.

When proposing a new program a new CIP classification may 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.

Each code has two components: a two digit occupational header and a four-digit specific profession code. For example, the CIP code for Registered Nursing programs is 51.3801 broken down as follows:

Anatomy of a CIP Code

```
                        ┌─────────────┐
                        │  51.3801    │
                        └─────────────┘
           ↙                  ↓                    ↘
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────────┐
│ 51               │  │ 51.38            │  │ 51.3801              │
│ Health Professions│  │ Registered Nursing,│  │ Registered           │
│ and Related      │  │ Nursing          │  │ Nursing/Registered   │
│ Clinical Sciences│  │ Administration,  │  │ Nurse                │
│                  │  │ Nursing Research │  │                      │
│                  │  │ and Clinical     │  │                      │
│                  │  │ Nursing          │  │                      │
└──────────────────┘  └──────────────────┘  └──────────────────────┘
```

APPENDIX B: SYLLABUS GUIDELINES

The following syllabus information is from the FPPM, Section II. B. Syllabus/Office Hours (last updated June 2018). All items are required unless noted as optional.

Course Discipline and Number:
Course Title:
Semester Offered:

Instructor Name: Office Location:
Office Telephone: Office Hours:

Email address:

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

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

Civitae Core Curriculum Student Learning Outcomes: [if applicable]

Course Student Learning Outcomes: [mandatory outcomes that all sections of a course satisfy]

Section Student Learning Outcomes: [additional outcomes for this section, if applicable]

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

Course Structure and Student Expectations: [A statement demonstrating compliance with university policy on Standards for Academic Credit, including classroom time, directed faculty time, and expectations of out of class student work.]

Course Requirements: [due dates and descriptions, linked to outcomes above when appropriate]

Grading Policy: [including complete grading scale and weighted proportions]

Attendance Policy:

Disability/Accessibility Accommodations Policy:

Honor Code Statement:

Link to Academic Affairs Syllabus page: [contains statements approved by Faculty Senate]

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

APPENDIX C: APPROVAL PROCESS MATRICES

GRADUATE AND UNDERGRADUATE COURSES											
	Dept Curr Comm	**Dept Chair**	**Dean***	**Other Depts/ Progs**	**Licensure Officer**	**Civitae Core Curr Comm**	**Coll Curr Comm ***	**PEC**	**EPC**	**Senate**	**PVPAA**
Credit hours change	**APP**	**APP**	**APP**	**NIA**	**NIA**	**AIA**	**APP**	**AIA**	**APP**	**APP**	**NTF**
New course Course number (different level) change Content (significant) change	**APP**	**APP**	**APP**	**NIA**	**NIA**	**AIA**	**APP**	**AIA**	**APP**	**INFO**	**NTF**
Title change Course description change Course number (same level) change Prerequisite(s) change Deletion of course Storage of course Retrieving ~~Removal~~ from storage	**APP**	**APP**	**APP**	**NIA**	**NIA**	**AIA**	**APP**	**AIA**	**INFO**	**INFO**	**NTF**

APP = Approval by this body required before progressing to next level, or prior to implementation for SCHEV and SACSCOC.

INFO = Informational; body may reject, require revision or ask for additional information.

NTF = Notification only required to this body. For SCHEV and SACSCOC, notification must occur prior to implementation.

AON = Approval or notification, depending on the percentage of location/modality.

AIA = Approval by this body required if the type of program/course is affiliated.

NIA = Notification, if applicable.

*For Graduate Programs and Courses, the Graduate Dean must also approve and the appropriate College Curriculum Committee is the Graduate Curriculum Committee.

****Interdisciplinary programs** do not require approval of the Department Curriculum Committee. The chair of the interdisciplinary program committee serves as the department chair for approval.

	Academic Initiative Planning Checklist	Dept Curr Comm	Dept Chair	Dean*	Other Depts/ Progs	Licensure Officer	Library	Coll Curr Comm *	PEC	EPC	Senate	PVPAA	AIR	BOV	SCHEV	SACS COC
GRADUATE AND UNDERGRADUATE PROGRAMS / CERTIFICATES																
CHANGES to <u>degree programs</u> (majors) or <u>certificates</u> (including interdisciplinary)**																
Program name or credit hours (major or degree program)		APP	APP	APP	NIA	NIA		APP	AIA	APP	APP	APP	NTF		APP	NTF
Substantive curriculum change	APP	APP	APP	APP	NIA	NIA		APP	AIA	APP	APP	APP	NTF		APP	APP
Basic curriculum change		APP	APP	APP	NIA	NIA		APP	AIA	APP	INFO	NTF				
~~Discontinue~~ Close program or certificate	APP	APP	APP	APP	NIA	NIA	NTF	APP	AIA	APP	APP	APP	NTF	APP	APP	APP
CHANGES to <u>concentration</u> or <u>minor</u> (including interdisciplinary)**																
Program name or credit hours (concentration)		APP	APP	APP	NIA	NIA		APP	AIA	APP	INFO	APP				
Substantive curriculum change		APP	APP	APP	NIA	NIA		APP	AIA	APP	APP	APP				
Basic curriculum change		APP	APP	APP	NIA	NIA		APP	AIA	APP	INFO	NTF				
~~Discontinue~~ Close concentration or minor		APP	APP	APP	NIA	NIA	NTF	APP	AIA	APP	APP	APP	NTF			
NEW, CHANGED, REMOVED <u>delivery/modality</u> of degree program	APP		NTF	NTF						NTF		APP	NTF	AON	APP	NTF
NEW, CHANGED, REMOVED <u>location</u> (use Off-Site Location Reporting Form on **Curriculog** for new location)	APP		NTF	NTF						NTF		APP	NTF	AON	NIA	APP
NEW <u>degree program</u> (major), <u>certificate</u>, <u>concentration</u>, or <u>minor</u> (including interdisciplinary)**																
New degree program/major (includes spinoff, expansion of existing concentration and CIP code changes)	APP	APP	APP	APP	NIA	NIA	NTF	APP	AIA	APP	APP	APP	NTF	APP	APP	APP
New concentration or minor		APP	APP	APP	NIA	NIA	NTF	APP	AIA	APP	APP	APP	NTF			
New certificate program	APP	APP	APP	APP	NIA	NIA	NTF	APP	AIA	APP	APP	APP	NTF	INFO	APP	APP