# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Introduction</td>
<td>4</td>
</tr>
<tr>
<td>1.1 Purpose</td>
<td>4</td>
</tr>
<tr>
<td>1.2 College Constituencies with Curricular Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>1.2.1 Academic Divisions</td>
<td>4</td>
</tr>
<tr>
<td>1.2.2 College Administration</td>
<td>4</td>
</tr>
<tr>
<td>1.2.3 Curriculum Advisory Committees</td>
<td>4</td>
</tr>
<tr>
<td>1.2.4 BRCC College Board (“Board”)</td>
<td>4</td>
</tr>
<tr>
<td>1.3 State and Regional Constituencies with Curricular Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>1.3.1 Virginia Community College System (“VCCS”)</td>
<td>5</td>
</tr>
<tr>
<td>1.3.1.1 Academic Services and Research</td>
<td>5</td>
</tr>
<tr>
<td>1.3.1.2 Academic and Student Affairs Council</td>
<td>5</td>
</tr>
<tr>
<td>1.3.2 State Board for Community Colleges (“State Board”)</td>
<td>5</td>
</tr>
<tr>
<td>1.3.3 State Council of Higher Education for Virginia (“SCHEV”)</td>
<td>5</td>
</tr>
<tr>
<td>1.3.4 Southern Association of Colleges and Schools (“SACS-COC”)</td>
<td>5</td>
</tr>
<tr>
<td>1.3.5 External Agencies</td>
<td>6</td>
</tr>
<tr>
<td>2.0 Curriculum Terminology and Technology</td>
<td>7</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>7</td>
</tr>
<tr>
<td>2.1.1 Award Types</td>
<td>7</td>
</tr>
<tr>
<td>2.1.1.1 Associate Degree</td>
<td>7</td>
</tr>
<tr>
<td>2.1.1.2 Diploma</td>
<td>7</td>
</tr>
<tr>
<td>2.1.1.3 Certificate</td>
<td>8</td>
</tr>
<tr>
<td>2.1.1.4 Career Studies Certificate</td>
<td>8</td>
</tr>
<tr>
<td>2.2 Degree, Certificate, and Career Studies Certificate Requirements</td>
<td>8</td>
</tr>
<tr>
<td>2.2.1 Degree Requirements</td>
<td>8</td>
</tr>
<tr>
<td>2.2.2 Diploma Requirements</td>
<td>10</td>
</tr>
<tr>
<td>2.2.3 Certificate Requirements</td>
<td>10</td>
</tr>
<tr>
<td>2.2.4 Career Studies Certificate Requirements</td>
<td>10</td>
</tr>
<tr>
<td>2.3 Format for BRCC Catalog Entries</td>
<td>10</td>
</tr>
<tr>
<td>2.4 Curriculum Codes</td>
<td>12</td>
</tr>
<tr>
<td>3.0 Developing, Revising, and Discontinuing Curricula</td>
<td>13</td>
</tr>
<tr>
<td>3.1 Proposals for New or Revised Curricula</td>
<td>13</td>
</tr>
<tr>
<td>3.1.1 Process for Establishing New Curricula</td>
<td>13</td>
</tr>
<tr>
<td>3.1.1.1 Proposal for New Degree (Requiring VCCS, SCHEV, and SACS-COC</td>
<td>13</td>
</tr>
<tr>
<td>Review)</td>
<td></td>
</tr>
<tr>
<td>3.1.1.2 Proposal for New Specialization</td>
<td>14</td>
</tr>
<tr>
<td>3.1.1.3 Proposal for New Career Studies Certificate</td>
<td>14</td>
</tr>
<tr>
<td>3.1.2 Revising Existing Programs</td>
<td>15</td>
</tr>
<tr>
<td>3.1.2.1 Major Revisions to Existing Programs</td>
<td>15</td>
</tr>
<tr>
<td>3.1.2.2 Minor Revisions to Existing Programs</td>
<td>15</td>
</tr>
<tr>
<td>3.2 Proposals for New, Revised, or Reactivated Course(s)</td>
<td>16</td>
</tr>
<tr>
<td>3.3 Discontinuing an Existing Program</td>
<td>17</td>
</tr>
<tr>
<td>3.4 New Required General Course or Approved Elective Course</td>
<td>18</td>
</tr>
<tr>
<td>3.5 Curriculum Offering Requirements</td>
<td>19</td>
</tr>
<tr>
<td>3.6 Program Productivity Requirements</td>
<td>19</td>
</tr>
<tr>
<td>3.6.1 VCCS Program Productivity Requirements</td>
<td>19</td>
</tr>
<tr>
<td>3.6.2 BRCC Program Productivity Requirements</td>
<td>19</td>
</tr>
<tr>
<td>4.0 Requirements for Courses</td>
<td>20</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.1 VCCS Master Course File (&quot;MCF&quot;)</td>
<td>20</td>
</tr>
<tr>
<td>4.2 Proposals for New or Revised Courses</td>
<td>20</td>
</tr>
<tr>
<td>4.2.1 Process for Establishing New-to-the-VCCS Courses</td>
<td>20</td>
</tr>
<tr>
<td>4.2.2 Proposal Requirements</td>
<td>21</td>
</tr>
<tr>
<td>4.3 Course Discontinuation</td>
<td>21</td>
</tr>
<tr>
<td>4.4 Course Numbers</td>
<td>21</td>
</tr>
<tr>
<td>4.5 General Usage Courses</td>
<td>21</td>
</tr>
<tr>
<td>4.6 Course Credits</td>
<td>22</td>
</tr>
<tr>
<td>4.6.1 Credit Hour Definition</td>
<td>22</td>
</tr>
<tr>
<td>4.6.1.1 Variable Credit</td>
<td>22</td>
</tr>
<tr>
<td>4.7 Prerequisites and Co-requisites</td>
<td>23</td>
</tr>
<tr>
<td>5.0 Curriculum Committee</td>
<td>24</td>
</tr>
<tr>
<td>5.1 Function and Membership</td>
<td>24</td>
</tr>
<tr>
<td>5.2 Types of Committee Actions</td>
<td>24</td>
</tr>
<tr>
<td>5.3 Meeting Rules</td>
<td>24</td>
</tr>
<tr>
<td>5.4 Quorum and Voting Procedures</td>
<td>24</td>
</tr>
<tr>
<td>5.5 Minutes</td>
<td>24</td>
</tr>
<tr>
<td>5.6 Meeting Notices</td>
<td>24</td>
</tr>
<tr>
<td>5.7 Agenda Items</td>
<td>25</td>
</tr>
<tr>
<td>5.8 Catalog Deadlines</td>
<td>25</td>
</tr>
<tr>
<td>6.0 Advanced Standing</td>
<td>26</td>
</tr>
<tr>
<td>6.1 Membership and Function</td>
<td>26</td>
</tr>
<tr>
<td>6.2 Procedure for Submitting Advanced Standing Requests</td>
<td>26</td>
</tr>
<tr>
<td>6.3 Advanced Standing Manual</td>
<td>26</td>
</tr>
<tr>
<td>6.4 Process for Changing Advanced Standing Manual</td>
<td>26</td>
</tr>
<tr>
<td>6.5 Student Eligibility</td>
<td>26</td>
</tr>
<tr>
<td>6.6 Appeals Procedure</td>
<td>27</td>
</tr>
<tr>
<td>7.0 Curriculum Advisory Committees</td>
<td>28</td>
</tr>
<tr>
<td>7.1 Purpose</td>
<td>28</td>
</tr>
<tr>
<td>7.2 Committee Responsibilities</td>
<td>28</td>
</tr>
<tr>
<td>7.3 Appointment Process</td>
<td>28</td>
</tr>
<tr>
<td>7.4 Membership</td>
<td>28</td>
</tr>
<tr>
<td>7.5 Term of Appointment and Resignations</td>
<td>29</td>
</tr>
<tr>
<td>7.6 Meetings of the Advisory Committee</td>
<td>29</td>
</tr>
<tr>
<td>7.7 Advisory Committee Officers</td>
<td>29</td>
</tr>
<tr>
<td>7.7.1 Duties of the Officers</td>
<td>29</td>
</tr>
<tr>
<td>Appendix A – Student Learning Outcomes for Each General Education Goal Area</td>
<td>30</td>
</tr>
<tr>
<td>Appendix B – Advanced Standing Manual</td>
<td>31</td>
</tr>
<tr>
<td>Appendix C – Forms</td>
<td>32</td>
</tr>
<tr>
<td>BRCC-C1a – New Curriculum Proposal</td>
<td></td>
</tr>
<tr>
<td>BRCC-C1b – New Specialization Degree Proposal</td>
<td></td>
</tr>
<tr>
<td>BRCC-C1c – New Career Studies Certificate Proposal</td>
<td></td>
</tr>
<tr>
<td>BRCC-C2 – Curriculum Change Proposal</td>
<td></td>
</tr>
<tr>
<td>BRCC-C3 – New/Revised/Reactivated Course Request</td>
<td></td>
</tr>
<tr>
<td>BRCC-C4 – Curriculum Discontinuation Request</td>
<td></td>
</tr>
<tr>
<td>BRCC-C5 – Required General Education/Approved Elective Course Assignment Request</td>
<td></td>
</tr>
<tr>
<td>BRCC-C6 – Transferability Study</td>
<td></td>
</tr>
</tbody>
</table>
1.0 Introduction

1.1 Purpose
This manual describes procedures for the development, approval, modification, and discontinuance of programs and courses at Blue Ridge Community College (BRCC); mechanisms for providing advanced standing opportunities for students; procedures for the articulation and evaluation of credit programs; and procedures for advisory committees. The term curriculum includes credit courses, certificates, degrees, and other areas related to the college instructional programs. These curricular procedures are designed to support the mission, vision, and values of BRCC.

1.2 College Constituencies with Curricular Responsibility
Curricular actions must pass through several internal steps. The college constituencies described below participate in curriculum development.

1.2.1 Academic Divisions
The academic divisions provide curricular coordination of each discipline, including both development and delivery. Academic divisions are composed of all full-time faculty within one or more disciplines. Adjunct faculty may be included in academic division work, but cannot be required to participate. The division dean oversees the functions of the academic division.

1.2.2 College Administration
The Vice President of Instruction and Student Services (“VPISS”) is the college's chief academic officer and is responsible for the coordination of academic policy, credit curricula, and credit course and program development. The curriculum committee reviews all curricular proposals and program reviews, and makes recommendations to the VPISS to finalize the process.

1.2.3 Curriculum Advisory Committees
Local advisory committees are utilized in the establishment and ongoing development of career or technical curricula and courses. Faculty may nominate members for their discipline’s advisory committee. The Curriculum and Student Affairs Committee of the BRCC College Board (“Board”) reviews all nominations. The President appoints nominees approved by the Board. The advisory committee website provides more detailed information on membership rosters and Section 7 of this document provides additional information pertaining to the roles and responsibilities of curriculum advisory committees.

1.2.4 BRCC College Board (“Board”)
The Board reviews all proposals to initiate or discontinue programs. The Curriculum and Student Affairs Committee of the Board considers matters pertaining to instructional programs, curriculum advisory committees, and community service programs. The Board typically holds five regular meetings per year at which curricular issues may be presented.

1.3 State and Regional Constituencies with Curricular Responsibility
As part of the Virginia Community College System (“VCCS”), BRCC must abide by VCCS policies. The VCCS is part of the state system of higher education, which is coordinated by the State Council of Higher Education for Virginia (“SCHEV”).
1.3.1 Virginia Community College System (“VCCS”)
State policies with regard to instructional programs are found in Section 5 of the VCCS Policy Manual.

1.3.1.1 Academic Services and Research
Academic Services and Research is the unit of the VCCS central office that deals with system-wide review of academic policy, curricula, and courses. This unit is headed by the Vice Chancellor for Academic Services and Research and staffed by individuals who assist with planning for academic programs and assist with major initiatives such as dual enrollment, articulation with senior institutions, and projects such as system-wide review of placement testing. Staff in this unit maintain the Master Course File (“MCF”), which is an online list of all courses approved for current use by any VCCS institution. A separate Workforce Development unit is headed by a different vice chancellor; however, the two units collaborate frequently.

1.3.1.2 Academic and Student Affairs Council
The Academic and Student Affairs Council (“Council”) advises the Vice Chancellor for Academic Services and Research on policy issues. The Council includes the academic and student services vice presidents, their associate vice presidents, and provosts. The Council has several subcommittees whose work may influence BRCC curricular decisions. The Educational Programs Committee considers academic policy issues. The Course Review Committee, which includes division deans from each general curricular area (e.g., allied health, natural sciences, and humanities) and the chair of the Educational Programs Committee, reviews proposals for new and revised courses. The Faculty Issues Committee, the Student Services Committee, the Institutional Effectiveness Committee, and the Distance Learning Committee also may make recommendations that affect BRCC’s educational programs.

1.3.2 State Board for Community Colleges (“State Board”)
The State Board is the regulatory board for the VCCS. New diploma, certificate, and associate degree programs must be approved by the State Board.

1.3.3 State Council of Higher Education for Virginia (“SCHEV”)
Degree programs new to BRCC must be approved by SCHEV, which also requires periodic evaluation of all programs and assessment of student learning. SCHEV also promotes articulation among VCCS institutions and senior institutions across Virginia. SCHEV staff members and VCCS colleagues coordinate the State Committee on Transfer.

1.3.4 Southern Association of Colleges and Schools (“SACS-COC”)
The Southern Association of Colleges and Schools Commission on Colleges (“SACS-COC”) is the regional accrediting body in the Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and Latin America for those institutions of higher education that award associate, baccalaureate, master, or doctoral degrees. BRCC is accredited by SACS-COC. In order to maintain this accreditation, the college must comply with the standards for educational programs as specified in the Principles of Accreditation: Foundations for Quality Enhancement, which detail compliance with the policies of the Commission on Colleges. For example, the Commission must be notified of all new programs, program discontinuances, off-campus sites where the college offers 25% or more of any
educational program, and other substantive changes to the college's academic offerings.

1.3.5 **External Agencies**
Some career or technical programs participate in specialized accreditation offered by professional organizations. In some cases, this accreditation is required in order to enable graduates of the program to enter the work force and be eligible for certification or licensure. Specialized accreditation does not relieve a program of the state, college, and regional requirements.
2.0 Curriculum Terminology and Technology

2.1 Introduction
The term “major” defines the grouping of 100- and 200-level courses that represent a discipline or interdisciplinary specialty, listed under a common Classification of Instructional Programs (“CIP”) code from the National Center for Education Statistics and identified by a VCCS curriculum code. “Major” is synonymous with “student plan of study.”

An “award” is the documentation recording the conferring of the student’s successful completion of a degree, diploma, or certificate. “Award” is synonymous with “credential.”

SCHEV and the VCCS structure curricula on several levels. A degree or a certificate may be a major, and each has a separate VCCS code number. Sometimes curricula that BRCC considers separate majors (such as Accounting and Business Management) share the same CIP code and so are considered as one plan for SCHEV productivity purposes.

2.1.1 Award Types
An award is a general discipline structure normally identified by a six-digit CIP code number and used for reporting purposes to external agencies. Under each of the awards there may be one or more plans.

2.1.1.1 Associate Degree
BRCC offers three types of associate degrees: AA&S, AS, and AAS.
- **Associate of Arts and Sciences (AA&S)**
The AA&S degree may be awarded for completion of a core of college-level general education courses equivalent to those taken by freshmen and sophomores at four-year colleges and universities. The 60-63 credit AA&S degree is designed for students who plan to transfer to four-year, degree-granting institutions for completion of a baccalaureate degree.
- **Associate of Science (AS)**
The AS degree may be awarded for completion of a two-year curriculum in one of a variety of pre-professional programs. The 60-63 credit (with potential exceptions up to 72) AS degree is designed for students who plan to transfer to a four-year, degree-granting institution for completion of a Bachelor of Science (BS) degree. A significant portion of the AS degree is in general education that is typical of the first two years of a baccalaureate degree.
- **Associate of Applied Science (AAS)**
The 65-69 credit (with potential exceptions up to 72) AAS degree may be awarded for completion of two-year career or technical curricula that are designed to prepare students for employment immediately following graduation. Some AAS degrees require the completion of one or more summer terms. The general education requirements for AAS degrees are less than for the transfer students’ academic pathways into baccalaureate degree programs.

2.1.1.2 Diploma
A diploma is defined as a curriculum of study equal to or less than two years in length that consists of 60-72 credit hours with an emphasis in a career or technical area. Exceptions to credit...
hour limits must be justified on the basis of documented business and industry requirements or standards.

2.1.1.3 Certificate
A certificate may be awarded for the completion of a career or technical curriculum less than two years (30–59 credits) in length. Most certificates prepare students for a specific job or aspect of a job. Some certificates are essentially the first year of an associate degree, in which case the credit earned in the certificate may be used toward the degree.

General Education Certificate. The general education certificate is awarded to recognize a milestone of achievement for students pursuing an AA&S or AS degree. The curriculum provides a solid foundation in the VCCS and BRCC general education core competency areas. It is not designed to transfer as a stand-alone credential. Students are not program placed for a general education certificate; it is awarded administratively.

2.1.1.4 Career Studies Certificate
A career studies certificate may be awarded for a short (9-29 credit) plan of study, typically less than one year. Career studies certificates may be designed to develop and enhance job and life skills; retrain existing employees for career change; or facilitate the investigation of career possibilities. A career studies certificate should be developed from an existing plan and should consist primarily of existing courses.

2.2 Degree, Certificate, and Career Studies Certificate Requirements
The registrar is responsible for entering graduation requirements into the student information system. These requirements are used to track progress toward college graduation.

2.2.1 Degree Requirements
Only courses numbered 100 and above may be used to meet degree requirements. The following BRCC requirements incorporate those specified in Table 5-1 of the VCCS Policy Manual, SACS-COC requirements, and those requirements defined by the college.

<table>
<thead>
<tr>
<th></th>
<th>AA&amp;S</th>
<th>AS</th>
<th>AAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humanities or Fine Arts</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
<td>6*</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>6</td>
<td>0-3</td>
</tr>
<tr>
<td>Natural or Physical Sciences</td>
<td>8</td>
<td>8</td>
<td>0-3</td>
</tr>
<tr>
<td>Student Development</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education or Wellness</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>MINIMUM TOTAL (GENERAL EDUCATION)</strong></td>
<td><strong>47</strong></td>
<td><strong>37</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Major Area &amp; Elective Requirements</td>
<td>13-19</td>
<td>23-26</td>
<td>50-52</td>
</tr>
<tr>
<td><strong>TOTAL (minimum and maximum)</strong></td>
<td><strong>60-63</strong></td>
<td><strong>60-63</strong></td>
<td><strong>65-67</strong></td>
</tr>
</tbody>
</table>
General Education Requirements

The VCCS Policy Manual states: “General education is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons. It is unbounded by disciplines and honors the connections among bodies of knowledge. VCCS degree graduates will demonstrate competency in the following general education areas:

- Communication
- Information Literacy
- Critical Thinking
- Personal Development
- Cultural and Social Understanding
- Quantitative Reasoning
- Scientific Reasoning

The associate degree programs within the Virginia Community College System support a collegiate experience that focuses on the above definition and attendant areas. The general education outcomes shall be included in the catalog of each college.”

See Appendix A for the additional information regarding the VCCS Student Learning Outcomes for each of the general education goal areas.

Communication
Each degree must contain courses that ensure competence in communication. Unless otherwise noted, ENG 111 is required in every major. Because ENG 111 is a foundation course in each degree curriculum, it is recommended to be scheduled in the first semester. For AAS degrees, ENG 116 (Writing for Business) may be substituted for ENG 111.

Humanities or Fine Arts
Humanities requirements in AA&S, AS, and AAS degrees may be met by survey courses in the humanities disciplines (as identified in the BRCC catalog). Skill-based courses such as studio art or applied music courses may not be used to meet the humanities requirement. SACS has stated that 100-level foreign language courses may not be used to meet the humanities or fine arts requirement in a degree program.

Social Sciences
The social science requirement in AA&S, AS, and AAS degrees may be met by survey courses in the social science disciplines (as identified in the BRCC catalog).

Mathematics
AA&S and AS degrees require a minimum of 6 credits in MTH at or above the 150 level. AAS degrees must include at least one MTH or natural science course numbered at or above 100. A minimum of 3 credits must be earned in mathematics or natural sciences.

Natural Sciences
AA&S and AS degrees require 8 hours of natural science courses which include laboratories. The BRCC catalog includes a list of courses that may be used to meet the math or natural science requirement. AAS degrees must include at least one MTH or natural science course numbered at or above 100.
Student Development (SDV)
All degrees require a minimum of 1 credit of SDV. Because students must complete an SDV course prior to registering for their 16th credit, SDV should be listed in the first semester. While the VCCS Policy Manual mandates that only SDV 100, 101 and 108 can be used to meet the general education SDV requirement, BRCC has an agreement with the VCCS to also accept SDV 107 to meet the SDV requirement.

Physical Education or Wellness
All degrees must include a Health (HLT) or Physical Education (PED) course. HLT 143 (Medical Terminology I) and HLT 144 (Medical Terminology II) cannot be used to satisfy this requirement for AA&S and AS degrees.

Major Area Requirements
The major area requirements include both courses within the plan discipline and courses in other disciplines that support studies in the major. In the AAS degree, courses in the major discipline should account for approximately 50% of the total requirements for the degree.

2.2.2 Diploma Requirements
A diploma is defined as a curriculum of study equal to or less than two years in length that consists of a minimum of 60 and a maximum of 72 semester credit hours. Diploma curricula may include any appropriate courses numbered 10-299. A minimum of fifteen percent (15%) of a diploma’s credit hour requirement should be in general education. The general education requirements must include one three-credit ENG course.

2.2.3 Certificate Requirements
VCCS policy states that certificates may include courses numbered 10 through 299. Those certificates that are part of a degree program may only include courses numbered 100 through 299. A certificate program is defined as a curriculum of study less than two years in length that consists of a minimum of 30 and a maximum of 59 semester credit hours. A minimum of 15% of the total credits in a certificate must be in general education and must include at least one three-credit ENG course.

2.2.4 Career Studies Certificate Requirements
A career studies certificate program is defined as a program of study of not less than 9 nor more than 29 semester credit hours which may include courses number 10-299. Career studies certificate programs are not required to include general education. Career studies certificates should be as short as possible since their purpose is to provide quick training. Plans of study fewer than 16 credits are not eligible for federal financial aid.

2.3 Format for BRCC Catalog Entries
Each degree, certificate, and career studies certificate should include the following information in the format specified here:

Title (contains the following elements):
- major area listed on the first line in capitalized bold letters
- name of a specialization (if any) listed on the second line in bold letters ending in "specialization"
• award (degree, diploma, certificate, career studies certificate) listed on the third line

Example

BUSINESS MANAGEMENT
Administrative Assistant and Business Specialist Specialization
Associate of Applied Science Degree

Description (The introductory description of the program includes the following items):
• Purpose (required for all programs) – a general statement of the objectives of the curriculum and the competencies to be obtained; may include occupational titles for which the student may be qualified upon completion of the program
• Recommended Preparation for the Curriculum (optional) – describes the recommended academic preparation and personal characteristics for entry into the curriculum
• Admission Requirements (for selective admission programs only) – describes the required academic background and admissions criteria for selective admissions programs
• Curriculum Completion Requirements (optional) – describes requirements for continuation and completion of a program; may include such things as course sequencing and minimum grade requirements
• Accreditation Status (optional) – describes categories of accreditation granted to the program by professional organizations; care must be taken in using wording approved by the accrediting body
• Other Student Requirements (optional) – describes required equipment, supplies, travel, and other additional expenses to the student that may affect the students’ ability to participate in the program
• Information for students who intend to transfer (optional) – describe special guidance to students who expect to use a BRCC program to transfer to a four-year degree program

Curricular Format
The curriculum should present the recommended sequence of courses by year and, within the year, by semester. Courses for each semester should be listed in alphanumeric order. The total number of credits for each semester should be indicated and the total minimum number of credits for the degree or certificate should be indicated. There should be no more than 18 credits per semester except when a one-credit SDV course is included, when the total may be 19.

Sequencing Course Requirements
The order in which courses are listed in a curriculum is a primary advising tool for students. The following should be considered when planning the order in which courses are specified in a curriculum:
• Foundation courses should be listed in first or second semesters. ENG 111 and SDV must be listed in the first semester of the curriculum of degrees and certificates (but not career studies certificates).
• Courses developing math, computer and oral communication competencies lay the foundations for many other courses and should be planned early in the curriculum.
• Courses with prerequisites should be listed in a semester after the semester in which the prerequisites are required.

Footnotes
Footnotes should provide information about the required or recommended selections for electives. Footnotes may also list approved alternatives to a required course. Where appropriate, guidance to
students concerning course selection to facilitate transferring to specific programs or institutions may be included. Reference to options for transfer in occupational programs should be carefully worded to avoid implying that the degrees are primarily designed to transfer to four-year degree programs.

2.4 Curriculum Codes
Each degree and certificate is assigned a code by SCHEV, VCCS, and BRCC. The office of the registrar enters these codes into the student information system. Several code numbers may be associated with one curriculum.

**SCHEV Code**
The code used by SCHEV is the same as the Classification of Instructional Programs ("CIP") from the National Center for Education Statistics ("NCES"). This is a six-digit number that consists of a two-digit prefix (defining the academic category) and a four-digit extension (defining the specific educational program).

**VCCS Code**
VCCS assigns a unique three-digit code for each degree or certificate. These are identified as "majors" under the SCHEV program code structure. Career Studies Certificates are assigned longer codes to show the general area to which they are related (example: accounting or fine arts) yet still provide a unique code.
3.0 Developing, Revising, and Discontinuing Curricula

3.1 Proposals for New or Revised Curricula

Proposals for new or revised degree majors, specializations, or certificates may originate with any faculty member, dean, or curriculum advisory committee. Once a curricular need is detected, the faculty member should determine whether the need can best be met by revising an existing curriculum (see section 3.2) or by developing new curricula. Each curricular proposal must include a recommended implementation date. Implementation dates are indicated on the curricula forms BRCC–C1(a/b/c). When selecting a term for implementation, consider:

- the period of time between the submission and implementation of new curricula and any revision to existing curricula may be up to one year (particularly if they must be approved by SCHEV)
- should a proposal not gain approval by the time of the requested implementation date, it will be implemented at the next available date (next semester or catalog as appropriate)
- new programs should be implemented in the fall semester in which they will first appear in the catalog; exceptions to this guideline may be made by the VPISS
- any approved revision should be implemented within 18 months of approval

3.1.1 Process for Establishing New Curricula

3.1.1.1 Proposal for New Degree Requiring VCCS, SCHEV, and SACS Review

Proposals for a new program in an A.A.S., A.S., or A.A.&S. degree; a diploma; or a certificate may originate with any faculty member, dean, or an advisory committee. The proposal developer(s) and coordinating division dean should begin by determining whether a curricular need can best be met by a new program or by modifying other existing programs. They work jointly to complete the BRCC–C1a (New Program Proposal form). The BRCC–C1a proposal packet must be completed (typed only) and filed with the Curriculum Committee Chair and the VPISS by the appropriate deadlines provided on the Committee’s governance website.

The following items must be included in the proposal: (1) the exact title of the program and the award designation; (2) the names of the joint developers; the completed VCCS 102 form that will include the correct title; effective date; type of degree or program; financial, facility, and human resource projections; anticipated enrollment; program outcomes; catalog layout; and advisory committee list, if required.

The developers will petition comments and signatures of other faculty affected by the new program and the coordinating division dean will guide a review for SACS compliance and substantive change; the dean will investigate stakeholder perspectives for support or reservations. Also, the dean will collect comments and signatures from other division deans impacted by the request and file the complete proposal with the curriculum committee chair by the appropriate deadline posted on the curriculum committee’s governance website. The original copy of the proposal must be brought to the meeting.

The curriculum committee conducts a formal review that includes a presentation by the proposal developers. If approved, the curriculum committee chair signs and sends the completed packet to the office of the VPISS. A disapproved or tabled proposal will be sent back to the coordinating division dean for re-analysis.

Upon the curriculum committee endorsement, the VPISS will make the final determination on the proposal. Upon approval, the VPISS will complete preparation for appropriate local and state levels. A disapproved proposal will be sent back to the coordinating division dean for re-analysis, and the curriculum committee chair will be informed of the disapproval.
3.1.1.2 Proposal for New Specialization

New specialization proposals may originate with a faculty member, administrator, or an advisory committee. The developers of a specialization proposal should begin by determining whether a curricular need can best be met by a new career studies certificate or by modifying other programs. The **BRCC-C1b** (New Specialization Degree Proposal) must be completed (typed only) and filed with the curriculum committee chair and the VPISS by the appropriate deadline posted on the curriculum committee’s governance website.

The developers are responsible for including the following items in the proposal: (1) the exact title of the program, including its award designation (e.g. A.A.S. Administration of Justice, Law Enforcement Specialization); (2) the names of the developers; (3) the proposed effective date; (4) the proposal justification using applicable information from program data, labor market trends, VCCS policy, higher education research, student demand, and content-master experience; (5) the input of advisory committee members (career or technical only); and (7) the signatures of faculty members affected by the proposal. In addition, the developers are responsible for generating and attaching a catalog layout of the current parent degree program as follows: (1) strike through the parent degree title and enter by **bold underline** the exact title and award of specialization; (2) strike through deleted lines of parent degree purpose and student learning objectives and add by bold underline the new program purpose and student learning objectives; (3) add or revise special admission requirements (if any); (4) strike through any deleted courses from parent program and add by bold underline the core courses differing from the parent degree by 9-15 credits; (5) verify that ENG 111 and SDV are in the first semester; (6) ensure total credit hours meet the VCCS and BRCC policies for a specialization in A.A.&S., AS, or A.A.S.(see Section 2.2.1); and (7) revise footnotes showing appropriate pre-requisite and elective requirements.

The coordinating division dean will show how the specialization will impact (1) instructional workload—need for more sections and instructors and forecast increases or decreases in other courses; (2) scheduling—how proposed course delivery methods will affect both clock and classroom availability; (3) any special costs; and (4) SACS—review to assure compliance. The coordinating division dean is responsible for requesting any applicable course transferability studies through the **BRCC-C6** and attaching the study to the proposal packet. Also, the dean will collect comments and signatures from other division deans impacted by the request and file the complete proposal with the curriculum committee chair by the appropriate deadline posted on the committee’s governance website. The copy of the proposal containing original signatures must be brought to the meeting.

The curriculum committee conducts a formal review that includes a presentation by the proposal developers and coordinating division dean. If approved, the curriculum committee chair signs and sends the completed packet to the office of the VPISS. A disapproved or tabled proposal will be sent back to the coordinating division dean for re-analysis.

Upon the curriculum committee endorsement, the VPISS makes the final determination. If approved, the VPISS will complete preparation for appropriate local and state levels. A disapproved proposal will be sent back to the coordinating division dean for re-analysis, and the curriculum committee chair will be informed of the disapproval.

3.1.1.3 Proposal for New Career Studies Certificate

New career studies certificate proposals may originate with a faculty member, an administrator, or an advisory committee. The developers of a career studies certificate should begin by determining whether a curricular need can best be met by a new career studies certificate or by modifying other programs. The **BRCC-C1c** (Career Studies Certificate proposal) must be completed (typed only) and filed with the curriculum committee chair and the VPISS by the appropriate deadline posted
on the committee’s governance website.

The developers are responsible for including the following items in the proposal: (1) the exact title of the certificate, including its award designation; (2) the names of the developers, (3) the proposed effective date, (4) the proposal justification using applicable information from program data, labor market trends, VCCS policy, higher education research, student demand, and content-master experience; (5) the views of advisory committee supporting the need; and (6) signatures of faculty members affected by the proposal. In addition, the developers are responsible for generating and attaching a catalog-ready layout of the proposed career studies certificate, to include the following: (1) correct title and award, (2) new program purpose and student learning objectives, (3) courses appropriately listed across one to three semesters, and (4) total credit hours meeting the VCCS and BRCC policies for a career studies certificate. The developers should also briefly discuss how the career studies certificate will attract new enrollments and how it could impact enrollments in other related programs.

The coordinating division dean will show how the new assignment will impact (1) instructional workload—need for more sections and instructors and forecast increases or decreases in other courses; (2) scheduling—how proposed course delivery methods will affect both clock and classroom availability; (3) any special costs & financial aid check as there is no eligibility for programs less than 16 credit hours; and (4) SACS-COC—review to assure compliance. The coordinating division dean is responsible for requesting the BRCC-C6 and attaching the study to the proposal packet. Also, the dean will collect comments and signatures from other division deans impacted by the request and file the complete proposal with the curriculum committee chair by the appropriate deadline posted on the committee’s governance website. The copy of the proposal containing original signatures must be brought to the meeting.

The curriculum committee conducts a formal review that includes a presentation by the proposal developers and coordinating division dean. If approved, the curriculum committee chair signs and sends the completed packet to the office of the VPISS. A disapproved or tabled proposal will be sent back to the coordinating division dean for re-analysis.

Upon curriculum committee endorsement, the VPISS will make a final determination. If approved, the VPISS will complete preparation for appropriate local and state levels. A disapproved proposal will be sent back to the coordinating division dean for re-analysis, and the curriculum committee chair will be informed of the disapproval.

3.1.2  Revising Existing Programs

3.1.2.1  Major Revisions to Existing Programs

Major revisions change either the program’s intent or the award granted and require VCCS, SCHEV, and SACS-COC review. If the award granted (type of degree or major) is to be changed, the existing program must be discontinued and a new program requested. The following materials must be submitted as one comprehensive electronic document to the curriculum committee for a major revision: (1) Cover memo describing the proposal (summary of changes, names of developers of the proposal, reason for change), (2) BRCC-C1a/b/c, (3) VCCS 102, (4) BRCC-C3, (5) one VCCS 103 for each new course, and (6) BRCC-C4.

3.1.2.2  Minor Revisions to Existing Programs

Minor change proposals may originate with a faculty member, administrator, or an advisory committee. The developers of a change proposal should begin by determining whether a curricular need can best be met by changing an existing curriculum or by developing one or more new curricula. Development of a minor change proposal should involve the collaboration of faculty
members and the responsible coordinating division dean in acquiring necessary proposal determinants and supporting data.

Global changes to multiple curricula may be addressed through the use of a single BRCC-C2 if endorsed by the curriculum committee and approved by the VPISS.

The BRCC-C2 (Curriculum Change Proposal) must be completed (typed only) and filed with the curriculum committee chair by the designated deadline posted on the curriculum committee’s governance website and includes items completed by the developers and the coordinating division dean.

The developers enter the exact title of the program to be changed with the award designation, the names of the developers, the effective date, a concise description of the change, justification for the change, and input from the advisory committee (if applicable). The developers attach a copy of the program’s current catalog layout (striking through the deletions and underlining bold the additions), and collect signatures and comments from faculty members affected by the changes.

The division dean is responsible for entering information related to the impact on enrollments, instructor workloads, and scheduling. The dean is also responsible for collecting signatures and comments from deans of other areas affected by the requested changes, for requesting and attaching a BRCC-6 (if applicable), and for reviewing to assure SACS-COC compliance.

The coordinating dean should submit the completed proposal to the curriculum committee chair by the designated deadlines posted on the committee’s governance website. The complete proposal includes the following:

- Cover Memo – overview of the proposal (brief description of changes, names of persons developing the proposal, and reason for change)
- BRCC-C2 – Curriculum Change Proposal
- Proposed Curricular Layout – Obtain the electronic Catalog layout from the registrar. Strike through deletions and print additions in **underlined bold**.
- BRCC-C3 – New Course Request
- VCCS 103 – Request for New or Revised Course and course content summary for each new course
- BRCC-6, if applicable

Original documents are submitted by the coordinating dean to the curriculum committee chair at scheduled meeting.

The curriculum committee conducts a formal review that includes a presentation by the proposal developers and coordinating division dean. If approved, the curriculum committee chair signs and sends the completed packet to the office of the VPISS. A disapproved or tabled proposal will be sent back to the coordinating division dean for re-analysis.

Upon curriculum committee endorsement, the VPISS will make a final determination. If approved, the VPISS will complete preparation for appropriate local and state levels. A disapproved proposal will be sent back to the coordinating division dean for re-analysis, and the curriculum committee chair will be informed of the disapproval.

### 3.2 Proposals for New, Revised, or Reactivated Course(s)

The criteria for a new, revised, or reactivated course are as follows. The course (1) is new with no similar course
currently in the VCCS MCF; (2) needs a VCCS course element revision (i.e. course description, credit hours); (3) is adopted from the VCCS master file into the BRCC catalog, and (4) is retired from the VCCS MCF, but needs system reactivation and BRCC catalog placement. The developers will collaborate with the coordinating division dean in acquiring necessary request determinants and supporting data.

In the proposal process, the BRCC-C3 (New/Revised/Reactivated Course Request) must be completed (typed only) and submitted to the curriculum committee chair by the designated deadline. The following items must be included in the proposal: (1) exact title and proposed effective date; (2) VCCS 103, VCCS 104, and course outline; (3) advisory committee comments if applicable; (4) comments and signatures of affected faculty and deans; (5) statements regarding how curriculum, workload, capacity, scheduling, and transferability will be impacted.

Upon receiving the proposal packet, the curriculum committee will conduct a formal review that includes a presentation by the proposal developers and coordinating division dean. If approved, the curriculum committee chair will sign and send completed packets to the office of the VPISS. A disapproved or tabled request will be sent back to the requesting division dean for re-analysis.

Upon curriculum committee endorsement, the VPISS will make a final determination. If approved, the VPISS will inform the appropriate local and state levels. A disapproved request will be sent back to the requesting division dean for re-analysis.

3.3 Discontinuing an Existing Program

To request discontinuation of an A.A.&S., A.S., or A.A.S. degree; diploma; certificate; or career studies certificate, the BRCC-C4 (Curriculum Discontinuation) must be completed (typed only) and filed with the curriculum committee chair by the appropriate deadline posted on the committee’s governance website.

The requesting division dean collaborating with affected faculty and support staff should begin a determinacy based on program data and prevailing trends. The analysis should help determine whether the college can best be served by a program discontinuation or by changing or updating the existing curriculum.

If discontinuation is determined as the preferred plan of action, the BRCC-C4 should include (1) the exact title of the program, including its award designation (i.e. A.A.&S. Horticulture Technologies), (2) the name and signature of the requesting division dean, (3) justification for the discontinuation*, (4) a copy of the curricular layout, and (5) the names, comments, and signatures of faculty and administrators affected by the discontinuation. Signed electronic copies of this form and attachments, including a copy of the program’s current catalog layout, must be sent to the curriculum committee chair by the designated deadline. The original documents must be submitted to the curriculum committee chair at the scheduled committee meeting.

*Justification for discontinuation – This includes data from the Office of Institutional Research and Effectiveness (OIRE) on the number of students placed in the program and the number of graduates for the past three years. The coordinating division dean should request this data from OIRE at least two months prior to the curriculum committee meeting at which the proposal will be presented. In accordance with the SACS-COC policy statement on Closing an Institution or Program, BRCC must make a good faith effort to assist affected students, faculty, administrative, and support staff so that they experience minimal disruption in pursuit of their course of study or professional careers. In all cases, individuals should be notified of the decision to close a program as soon as possible so that they can make appropriate plans. Students who have not completed their programs should be advised by faculty or professional counselors regarding suitable options including transfer to comparable programs.
Upon receipt of the **BRCC-C4**, the curriculum committee will conduct a formal review that includes a presentation by the requesting division dean. If approved, the curriculum committee chair will sign and send completed packets to the office of the VPISS. A disapproved or tabled request will be sent back to the requesting division dean for re-analysis.

Upon curriculum committee endorsement, the VPISS will make a final determination. If approved, the VPISS will complete preparation for appropriate local and state levels. A disapproved proposal will be sent back to the coordinating division dean for re-analysis, and the curriculum committee chair will be informed of the disapproval.

Each semester, once all approvals for discontinuances have been finalized, the VPISS will notify SACS-COC of all program discontinuances.

### 3.4 New Required General Course or Approved Elective Course

The following criteria are used in determining and approving the assignment of a course to either the “Required General Education Courses” or the “Approved Elective Courses:”

- All courses approved for a transfer degree (“Green Sheet” front and back) must be widely transferable (with the exception of PE and SDV). Requests for a **BRCC-C6** must be made by a dean.
- All faculty members teaching courses intended to transfer must be qualified for transfer instruction.
- Criteria for General Education Requirements as well as electives must be related to one of the seven categories on the list of General Education Requirements.
- Proposers must demonstrate that content for general education requirements is broad and general in nature as it applies to the discipline. From SACS-COC Core requirement 2.7.3 (General Education), “In each undergraduate program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale.”
- Proposers must demonstrate appropriate rigor for courses added to both general education requirements and electives. From **VCCS Policy Manual 5.0.1**: “College transfer programs shall include courses [appropriate to] the first two years of a baccalaureate program in arts and sciences and pre-professional programs meeting standards acceptable for transfer to baccalaureate degree programs. These programs shall be of equal content and quality to those provided in the four-year degree granting institutions to facilitate the transfer of students from the community college to four-year colleges and universities.”

The request developers should begin by determining whether a curricular need can best be met by assigning the course to either the Required General Education Courses or Approved Elective Courses. They should collaborate with the responsible coordinating division dean in acquiring necessary proposal determinants and supporting data.

The **BRCC-C5** (Required General Education/Approved Elective Course Assignment Request) must be completed (typed only), and the developers are responsible for including the following items in the proposal: (1) the exact title of the course; (2) the names of the developers; (3) the assignment request (required general education course or approved elective); (4) the proposed course outline course description, learning outcomes, teaching materials, delivery, evaluation and grading methods; and (5) the signatures of faculty members affected by the proposal.

The coordinating division dean will show how the new assignment will impact (1) curriculum—how assignment may attract new enrollments or cause enrollment increases or decreases in other courses; (2) instructional workload—need for more sections and instructors and forecast changes in other courses; (3) scheduling—how proposed course delivery methods will affect both clock and classroom availability; (4) the projected availability of qualified faculty to teach the course; and (5) SACS-COC—review to assure compliance. The coordinating division dean is responsible for requesting the **BRCC-C6** and attaching the study to the proposal packet. Also, the
dean will collect comments and signatures from other division deans impacted by the request and file the complete proposal with the curriculum committee chair by the appropriate deadline provided on the committee’s governance website. The original, signed copy of the proposal must be brought to the meeting.

Upon receipt of the BRCC-C5, the curriculum committee will conduct a formal review that includes a presentation by the requesting division dean. If approved, the curriculum committee chair will sign and send completed packets to the office of the VPISS. A disapproved or tabled request will be sent back to the requesting division dean for re-analysis.

Upon curriculum committee endorsement, the VPISS will make a final determination. If approved, the VPISS will inform all others as required. A disapproved proposal will be sent back to the coordinating division dean for re-analysis, and the curriculum committee chair will be informed of the disapproval.

3.5 Curriculum Offering Requirements
Programs listed in the catalog must be readily available. All courses listed in a program’s curriculum layout as required must be offered at least once each academic year. If a course has insufficient enrollment to run in three consecutive years, it will be removed from the catalog. Program coordinators must replace such courses with courses that run reliably if they wish to keep the program.

3.6 Program Productivity Requirements

3.6.1 VCCS Program Productivity Requirements
The following are program productivity standards set by the VCCS:

- A.A. and A.S. programs must average at least 24 FTES or 17 graduates per year over the most recent three years.
- Requirements for A.A.S. programs vary by program category. Those in Agriculture & Natural Resources, Business, Arts & Design, and Public Service Technologies must average at least 18 FTES or 12 graduates per year over the most recent 3 years. Those in Engineering, Mechanical & Industrial Technologies must average at least 13 FTES or 9 graduates per year for the most recent 3 years. Degree programs in the Health Technologies must average at least 10 FTES or 7 graduates per year for the most recent 3 years.
- Certificate programs must average at least 10 FTES or 7 graduates per year.

Note: The VCCS views program FTES, not discipline FTES. This means it looks at the number of credits in any course taken by students placed in a given program. It does not consider FTES generated by students who are not placed in the program but who take courses in the core discipline.

3.6.2 BRCC Program Productivity Requirements
Career studies certificates that include only courses that are required in a degree program have no separate productivity requirements. Career studies certificates including courses that are not part of a degree major shall meet VCCS standards for certificate programs.
4.0 Requirements for Courses

4.1 VCCS Master Course File (MCF)
The VCCS maintains the Master Course File (MCF), which lists all approved courses offered in the VCCS. It also provides a searchable database for courses and programs. BRCC may use any course listed in the MCF. If faculty elect to offer a VCCS course that is new to BRCC, they must obtain the dean’s approval. The dean may request the course be added to the BRCC Catalog. Unless the course is being included in a program, no further approval is required.

4.2 Proposals for New or Revised Courses
4.2.1 Process for Establishing New-to-the-VCCS Courses
The course development process is outlined below. The initiator should be aware of the approximate length of time required for the new or revised course to be fully approved.

1. A faculty member, dean, staff member, advisory committee member, or Board member may have an idea for a new course.
2. Before developing a new course, search the MCF to see if a course that will meet the needs already exists. You can type in a particular discipline or you can search based on a key word. (It is a good idea to do both; sometimes a course exists, but in a prefix you would not expect.)
3. If you see a VCCS course that comes very close to meeting your needs, but is 1 credit more or less than you need, the initiator can submit a proposal to make the course variable credit in the VCCS, then use the new number of credits. Courses may deviate only by 1 credit in the VCCS.
4. Share the proposal with your dean and program head (if applicable). If they do not oppose it, continue.
5. The dean will coordinate the course development proposal with the VPISS.
6. Draft a course content summary.
7. Prepare a BRCC-C3 to formally move the course proposal forward for curriculum committee endorsement.
8. If the discipline has a curriculum advisory committee, secure its’ recommendation to approve.
9. Consider offering the course temporarily as a 195 or 295 course to test its viability.
10. Complete the VCCS 103 Request for New, Revised, or Reactivated Course and share with the dean for review and comment.
11. Complete the VCCS 104 Course Content Summary.
12. Draft a cover memo from the dean to the curriculum committee chair, asking that the proposal be placed on the agenda for the next curriculum committee meeting. Both the cover memo and all supporting documents must be provided in digital form and simultaneously with a single submission. If the file size is prohibitive, drop box or the equivalent may be used. (Combine the cover memo, VCCS 103, VCCS 104, and any emails of support from other colleges or universities into one document.)
13. The course proposer and dean should plan to attend the curriculum committee meeting to present the proposal.
14. If the curriculum committee supports the proposal, it will forward notice to the VPISS. If the VPISS approves the proposal, then it will be forwarded to the VCCS System Office for final approval by the VCCS Deans’ Course Review Committee (DCRC). Proposals for new IT courses are reviewed by the VCCS IT Leads before they are given to the DCRC. The DCRC typically meets 4 – 6 times annually.
15. If approved, the VCCS will assign a course number and will enter the course in the MCF.
16. If approved by the VCCS, the VPISS will notify the curriculum committee, the dean, and the initiator. The VPISS will assure that the course is added to the BRCC Catalog.
4.2.2 Proposal Requirements
To create a course that is new to the VCCS or to make revisions to existing course title, credit, description, prerequisites, or contact hours, submit the following electronically:

1. Cover memo including:
   a) Summary of proposed change or new course justification
   b) Faculty and division dean support
   c) Support from faculty at other VCCS colleges
   d) BRCC-C6 (for a transfer course)
   e) Curriculum advisory committee recommendations (if applicable)
   f) For new courses only: Information showing how they differ from related courses in the same or other disciplines

2. BRCC-C3
3. VCCS 103
4. VCCS 104
5. Emails documenting support by division deans and other VCCS colleges

4.3 Course Discontinuation
The dean makes the decision to offer or not offer a course that is in the catalog. If a course is not offered for three consecutive calendar years, it may be removed from the BRCC Catalog. The curriculum committee is charged with reviewing the list of courses proposed for removal from the catalog on an every-other-year basis. The VPISS may subsequently order it added back to the catalog if a dean certifies that it will be offered during the catalog year. Courses may also be removed by faculty through completion of the BRCC-C3.

4.4 Course Numbers
A uniform course numbering system will be maintained by the Academic Services and Research Division of the VCCS for all courses approved for the VCCS. The following system shall be used:

- (1-9) Developmental courses – Credits earned in these courses are not applicable toward associate degree programs; however, upon approval by the VPISS, some developmental courses may provide credit appropriate for diploma or certificate programs.
- (10-99) Basic non-degree courses for diplomas and certificate programs – Credits earned in these courses are applicable toward diploma and certificate programs, but will not be applicable toward an associate degree. ESL courses may also be numbered 10-99.
- (100-199) Freshman-level – Courses applicable toward associate degree, diploma, and certificate programs.
- (200-299) Sophomore-level – Courses applicable toward associate degree, diploma, and certificate programs.

4.5 General Usage Courses
According to VCCS Policy 5.3.0.3, general usage courses apply to multiple curricula and to all disciplines. The college catalog shall include course information (number, title, credits and description) as listed in the Master Course File. More specific titles, credits and course descriptions may be substituted in published class schedules to clarify topics and content covered in a given semester.

General usage courses may be repeated for credit, and may include lecture, laboratory, out-of-class study, or a combination thereof.

- 90, 190, 290 Coordinated Internship discipline (1-5 Cr.) Supervises on-the-job training in selected business, industrial, or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours per week.
- **93, 193, 293 Studies in discipline (1-5 Cr.)** Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering. A “Studies in” course is intended as an experimental course to test its viability as a permanent offering. Each offering of the course must be approved by the VPISS or designee. An experimental course may be offered twice, after which the course must be approved under the appropriate discipline according to VCCS processes for adding new courses to the MCF. Variable hours per week.

- **95, 195, 295 Topics in discipline (1-5 Cr.)** Provides an opportunity to explore topic areas of an evolving nature or of short-term importance in the discipline. Variable hours per week. A “Topics in” course is intended to cover topics of an evolving nature or of short-term importance in the discipline. The course will be approved by the VPISS or designee for a period up to two years. The VPISS or designee may approve an extension of another two-year period, after which the course must be approved under the appropriate discipline according to VCCS processes for adding new courses to the MCF.

- **96, 196, 296 On-Site Training in discipline (1-5 Cr.)** Offers opportunities for career orientation and training without pay in selected businesses and industry. Supervised and coordinated by the college. Credit/work ratio not to exceed 1:5 hours. Variable hours per week.

- **97, 197, 297 Cooperative Education in discipline (1-5 Cr.)** Provides on-the-job training for pay in approved business, industrial and service firms. Applies to all career-technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours. Variable hours per week.

- **98, 198, 298 Seminar and Project in discipline (1-5 Cr.)** Requires completion of a project or research report related to the student's occupational objective and a study of approaches to the selection and pursuit of career opportunities in the field. Variable hours per week.

- **99, 199, 299 Supervised Study in discipline (1-5 Cr.)** Assigns problems for independent study outside the normal classroom setting under the guidance and direction of an instructor. Incorporates prior experience and instruction in the discipline. Variable hours per week.

Exceptions to the credit limit may be granted by the VPISS.

### 4.6 Course Credits

#### 4.6.1 Credit Hour Definition

A credit hour is defined as the objectives and amount of work a student could reasonably accomplish in three hours of academically engaged time per week in a 15-week semester, verified by achievement of intended student outcomes. In a seated lecture class, each credit hour would represent one 50-minute “hour” of formal instruction and approximately two hours of independent student work per week over a 15-week semester, and a final examination. Distance learning or hybrid courses may not include the same amount of synchronous instruction, but will include equivalent objectives and intended student outcomes.

One laboratory credit hour can be the equivalent of two to five contact hours, depending on the discipline. (An expanded definition is included in the VCCS Policy Manual, Section 5.3.0.1.)

#### 4.6.1.1 Variable Credit

Some courses are listed in the MCF as having variable credit. This means variable across the VCCS, not within a given college. When BRCC adopts a course, it must be offered for a fixed amount of credit. The only exceptions to this policy are the General Usage courses.

If a course exists in the MCF for a fixed credit value and BRCC wishes to offer it for 1 credit more or less, the proposer may submit a VCCS 103 to revise the credit to make it variable.
Course credits may not vary within the VCCS by more than one semester hour.

4.7 Prerequisites and Co-requisites
Course descriptions may include prerequisites and co-requisites. Prerequisites are designed to improve student success and provide minimum background knowledge necessary for a course. BRCC must adhere to any prerequisites or co-requisites listed in the MCF but may add prerequisites. Co-requisites are proposed by faculty and endorsed by the curriculum committee as a recommendation to the VPISS. Co-requisites may be completed prior to or concurrent with a course.
5.0 Curriculum Committee

5.1 Function and Membership
The function of the curriculum committee is to study the instructional programs of the college, to consider proposals for the development of new programs, to consider proposals for course changes, and to make recommendations for improvement of curricula and related academic policies. Appropriate recommendations are made to the VPISS.

The committee is elected annually through the governance constituency groups for staggered terms and consists of the following members:

- 3 administrative faculty members
- 9 faculty representatives (3 from each academic division)
- 1 staff association representative
- 1 student services representative
- SACS-COC coordinator
- Registrar

At the first regularly scheduled curriculum committee meeting of the academic year, voting members elect a committee chair to preside over meetings for that academic year. The curriculum committee does not meet during the summer, except by special order of the VPISS.

5.2 Types of Committee Actions
The curriculum committee is an advisory committee to the VPISS in matters of curriculum development and evaluation, including but not limited to: (1) new and revised courses; (2) new, revised, and discontinued curricula; (3) advanced standing procedures; (4) Curriculum Procedures Manual edits; and, (5) Curricular elements of the BRCC Catalog.

5.3 Meeting Rules
Unless otherwise specified in these policies and procedures, meetings will generally be conducted according to Robert's Rules of Order – Newly Revised.

5.4 Quorum and Voting Procedures
A simple majority of the total committee membership is needed to conduct any vote. For a vote on college procedures or new programs to pass, a majority of those members present must vote in favor. Abstentions are not counted as affirmative or negative votes. Meetings are open to all employees. Visitors who are not BRCC employees may be invited to attend meetings when items about which they are knowledgeable will be discussed. However, visitors must leave the room while the committee completes debate and votes.

5.5 Minutes
Annually, the curriculum committee shall elect a chair and a secretary from among its membership and shall provide the name of the secretary to the SACS-COC liaison. The secretary shall be responsible for promptly circulating draft minutes to attendees of each standing committee meeting and shall upload all approved minutes, documents, charges, and annual reports to the committee’s yearly folder in the official governance minutes document library. After the minutes are archived, the secretary shall send a link to the uploaded minutes College-wide via email.

5.6 Meeting Notices

Revised 08.30.13
A tentative schedule of meetings for the academic year is developed by the VPISS and distributed prior to the first meeting of the year. The approved meeting schedule is posted on the BRCC Intranet. Approximately two weeks prior to each meeting, reminders are distributed to committee members, division deans, persons submitting proposals, and the “BRCC everyone” e-mail distribution list.

5.7 Agenda Items
Agenda items may be submitted by any member of the faculty. Items must be forwarded to the committee chair through the faculty member's division dean. Agenda items must be emailed to the curriculum committee chair at least 10 days prior to the meeting, including all supporting materials. Those submitting proposals should be aware that it often takes several drafts to get a complete proposal together; agenda items lacking complete supporting material generally will be tabled until a future meeting.

5.8 Catalog Deadlines
Typically, the February meeting of each academic year is the last meeting at which curricular items not requiring state approval may be submitted for the following year's catalog (example: February 2014 is the last meeting for the 2014-15 Catalog). This includes new and revised courses, new specializations and career studies certificates, program discontinuances, and revisions of existing curricula.

The November meeting of each academic year is generally the last meeting at which curricular items requiring state approval may be submitted for the catalog for the upcoming academic year (for example, November 2013 is the last meeting for state-approved items for the 2014-15 Catalog). This includes new degree majors and certificates.
6.0 Advanced Standing

6.1 Membership and Function
The curriculum committee reviews all requests for advanced standing and develops recommendations for acceptance and course credit equivalencies, in conjunction with the faculty and in accordance with college policy. The registrar monitors the implementation of the policies and procedures to assure consistent application throughout the college.

6.2 Procedure for Submitting Advanced Standing Requests
BRCC’s process for the evaluation of transfer credit is outlined in the publication College Credit through Advanced Standing. The curriculum committee's interpretation of that process forms the basis for making recommendations. The committee follows guidelines for advanced standing recommended by the American Association of College Registrars and Admissions Officers (AACRAO). The committee also relies on recommendations made by the American Council on Education (ACE) regarding credits earned in non-traditional educational or training programs (military, industry, state and federal government). Students may be granted credit for courses or programs offered by employers, professional organizations and other agencies only if those courses or programs have been evaluated by BRCC faculty or by ACE's College Credit Recommendation Service. At times, more detailed information about a course or training experience, or close review of an examination for which credit is granted is in order before endorsement is given.

6.3 Advanced Standing Manual
BRCC maintains an Advanced Standing Manual (Appendix B) to address student eligibility for advanced standing credit and detail the minimum performance standards for a variety of pathways to earn advanced standing credit. The manual, which also describes student eligibility and includes forms to request advanced standing credit, is reviewed and approved annually by the curriculum committee.

Requests to change the Advanced Standing policies come from a variety of sources. Faculty, students, administrators, and other schools and training facilities can request that BRCC consider a proposal for granting credit to students. Final determination for acceptance of specific course credit rests with the VPISS. Once approved, faculty may determine how a course is to be used in a student’s curriculum, but they may not refuse to accept the credit.

Requests are made in writing and submitted electronically (using the BRCC-C2) to the chair of the curriculum committee, dean, and registrar. The registrar researches the request and formulates a recommendation for the curriculum committee. The chair of the curriculum committee places the proposal on the agenda for discussion and consideration at a subsequent committee meeting. The proposing individual, institution, or agency should submit supporting documentation so that the committee can make as informed a recommendation as possible.

When deemed necessary by the curriculum committee, a request may be referred to the appropriate faculty discipline for review and recommendation before it is further considered. Once the curriculum committee has reviewed and discussed the request, a motion is made and voted upon. If the committee recommends the proposal, then the registrar writes a proposal to the VPISS to finalize the process. Upon VPISS approval, the registrar implements the changes on both BRCC’s internal software packages and the online Advanced Standing Manual.

6.5 Student Eligibility
The general policies listed below apply to students seeking advanced standing:
a. To be eligible to apply for advanced standing, a student must be placed in a program and must have completed at least one credit course at BRCC.
b. Total credits possible through all forms of advanced standing must conform to the residency requirements for the particular curriculum, as stated in the current BRCC Catalog. A minimum of 25% of the total number of credits for any degree or certificate must be earned at BRCC.
c. An unlimited number of credit hours may be accepted from CLEP, AP, IB, and other nationally standardized exams. However, the residency requirements listed above still apply.
d. The student's curriculum division dean is responsible for final determination of the use of credits in the student's curriculum.
e. All accepted advanced standing credits will be acknowledged and recorded on the student's permanent record, with the transferring agency identified. No unsuccessfully attempted advanced standing applications or examination results will be recorded on the student's permanent record.
f. No grades, scores or grade points will be recorded on the student's permanent record for credits earned through advanced standing procedures.

6.6 Appeals Procedures
When a student seeks to meet a specific program requirement by using credit from a course that has been successfully completed at another college or university, and that course has been evaluated as one which is not equivalent to one in the BRCC Catalog, the student’s advisor should initiate the Program Adjustment Form. When the faculty advisor submits the form, it is sent simultaneously to the division dean for the student’s program and the division dean for the course for which a substitution is requested.

Should approval for the substitution be denied, the student has the right to appeal his or her petition to the next higher authority, i.e., from faculty advisor to division dean to vice president. As with any request of this nature, presentation of supporting documentation – a course description, syllabus, or course outline – is helpful in making a fair and reasonable decision.
7.0 Curriculum Advisory Committees

7.1 Purpose
Curriculum advisory committees are integrally involved with the development and improvement of occupational, technical, and continuing education programs at BRCC. These volunteers from local and regional businesses, industries, educational institutions, and government agencies provide valued expertise and advisement in curriculum development, curriculum assessment and modification, internship opportunities, marketing, and graduate placement.

7.2 Committee Responsibilities
Curriculum Advisory Committees:

- serve as a communication channel between BRCC and business and professional groups;
- provide a means for the College to inform the community of its curricula and specific courses and to improve public awareness of the high quality of these offerings;
- advise in the evaluation of curricula and recommend such changes as are necessary to maintain vital and relevant education;
- advise in the design of courses and curricula by defining specific skills and essential knowledge related to a particular content area;
- assist in identifying opportunities for faculty in-service training;
- assess changes in labor market needs that may affect employment potential in current and proposed programs;
- assist in acquiring internships, clinical experiences, or cooperative education opportunities;
- assist in placing graduates in appropriate jobs;
- recommend personnel from business and industry as potential instructors;
- identify sources of financial support for programs and their students;
- identify prospective committee members; and,
- assist in other matters when requested by the College.

7.3 Appointment Process
Members of curriculum advisory committees may be identified by college personnel, BRCC Board members, or present curriculum advisory committee members. Notification of prospective members is sent to the academic division having primary responsibility for the curriculum. The division dean forwards the recommendation and the nominee’s résumé electronically to the VPISS, who submits it to the Local BRCC Board for approval. All members are officially appointed by the president.

7.4 Membership
The membership consists of professionals broadly representative of organizations in the community and industry, with diverse experience and expertise within the related field. Membership may also include students (secondary or post-secondary), representatives from the general public, and representatives from other educational institutions.

Members should be interested in and committed to excellence in education. When possible, the six supporting jurisdictions in the service region should be represented within the committee membership. In addition, the committee composition should be reflective of the diversity of the student body. The committee should consist of five to 15 members (not including ex-officio members). The division dean from the curricular area and the VPISS serve as ex-officio, non-voting members of the committee. Other ex-officio members may be designated by the committee chair with concurrence of the committee.
Full-time faculty are encouraged to attend meetings but may not serve as committee members. Adjunct faculty may serve as members of the advisory committee, but should be on the committee primarily to represent constituencies external to BRCC. No more than half of the committee members should be adjunct faculty.

7.5 Term of Appointment and Resignations
All advisory committee members serve a three-year term that commences with their appointment by the president. A member may be asked to serve more than one term. If a committee member cannot complete a term, the member should so state in writing, addressed to the president of the college. A copy of the letter should be sent to the division dean. The VPISS will remind each committee member when a term is about to expire. Former committee members will receive letters of appreciation from the president.

7.6 Meetings of the Advisory Committees
Curriculum advisory committees must meet at least twice a year.

7.7 Advisory Committee Officers
The committee officers consist of a chair and vice-chair, elected from the advisory committee membership. The BRCC program manager serves as the executive secretary of the advisory committee.

7.7.1 Duties of the Officers
The chair shall:
- preside at all meetings of the committee;
- plan, with the executive secretary, the agenda of each meeting; and,
- call the meetings of the committee.

The vice-chair shall:
- preside in the absence of the chair, and
- fulfill any other duties designated by the chair.

The executive secretary shall:
- assist the chair in establishing the schedule of committee meetings for the academic year, to include meeting date(s), place, and time;
- assist the chair in establishing the agenda and details for the committee meetings;
- prepare all materials for distribution to committee members prior to meetings;
- prepare and mail all announcements, minutes and other information to all committee members and others who need to be informed of the committee functions; and,
- inform the respective committees of action taken on recommendations.
APPENDIX A

STUDENT LEARNING OUTCOMES FOR EACH GENERAL EDUCATION GOAL AREAS

VCCS degree graduates will demonstrate competency in the following general education areas:

1. **Communication**
   A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

2. **Critical Thinking**
   A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

3. **Cultural and Social Understanding**
   A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

4. **Information Literacy**
   A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. (adapted from the American Library Association definition)

5. **Personal Development**
   An individual engaged in personal development strives for physical well-being and emotional maturity.

6. **Quantitative Reasoning**
   A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

7. **Scientific Reasoning**
   A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.
APPENDIX B

ADVANCED STANDING MANUAL
### APPENDIX C

**FORMS**

<table>
<thead>
<tr>
<th>BRCC-C1a</th>
<th>New Curriculum Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRCC-C1b</td>
<td>New Specialization Degree Proposal</td>
</tr>
<tr>
<td>BRCC-C1c</td>
<td>New Career Studies Certificate Proposal</td>
</tr>
<tr>
<td>BRCC-C2</td>
<td>Curriculum Change Proposal</td>
</tr>
<tr>
<td>BRCC-C3</td>
<td>New/Revised/Reactivated Course Request</td>
</tr>
<tr>
<td>BRCC-C4</td>
<td>Curriculum Discontinuation Request</td>
</tr>
<tr>
<td>BRCC-C5</td>
<td>Required General Education/Approved Elective Course Assignment Request</td>
</tr>
<tr>
<td>BRCC-C6</td>
<td>Transferability Study</td>
</tr>
</tbody>
</table>