



Book	Policy Manual
Section	Section 5 - Educational Programs
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Section 5 - Educational Programs

Part I: Academic Programs

5.0 Types of Programs (see also, Section 2-A) (SB)

In determining the curricula and programs to be offered in each college under the jurisdiction of the State Board, the State Board shall take cognizance of the varying needs of the communities served through the Virginia Community College System and the substantiated requests of interested local governing bodies, employers, and individuals. These programs shall include, but not be limited to, the following:

5.0.0 Career/Technical Education

Career/technical education programs shall be designed to meet the increasing demand for technicians, semiprofessional workers, apprentices, and skilled crafts persons for employment in industry, business, the professions, and government. These programs normally require two years or less of training beyond high school. They may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curricula shall be planned primarily to meet the needs for workers in the region being served by the community college, but the State Board may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs. See Section 5.1.0 for types of career/technical curricula.

5.0.1 College Transfer Education

College transfer programs shall include courses the first two years of a baccalaureate program in arts and sciences and preprofessional 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. See Section 5.1.0 for types of college transfer curricula.

5.0.2 General Education

5.0.2.0 Associate degree programs provide a coherent, shared experience for students to develop the general education core competencies expected of them as college-educated individuals. General education, as an integrated and cohesive whole, provides the educational foundation necessary to promote intellectual and personal development. Upon completion of the associate degree, graduates of Virginia's Community Colleges will demonstrate competency in student learning outcomes (SLOs) determined and assessed by each college in 1) civic

engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication.

Collectively, these general education core competencies distinguish graduates of Virginia's Community Colleges as individuals with a breadth of knowledge, skills, and abilities needed to pursue further education and their careers, continue to develop as learners, and contribute to the well-being of their communities. The six competencies are defined in policy with aspirational statements of learning goals for graduates. Each community college will determine and assess specific learning outcomes based on the definitions and aspirational statements.

5.0.2.1 The associate degree programs within the Virginia's Community College System support a collegiate experience that meets the general education requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Council of Higher Education for Virginia (SCHEV). The following general education core competencies shall be included in the catalog of each college.

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Critical Thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

5.0.2.2 Each college with the Virginia Community College System will be responsible for identifying appropriate learning outcomes relative to each of the six general education core competencies defined above, and for assessing those outcomes in accordance with SACSCOC accreditation standards and SCHEV policy.

5.0.3 Developmental Programs

Developmental or preparatory programs shall be offered to prepare individuals for admission to the college transfer programs and the career/technical programs in the community college. These developmental programs shall be designed to develop the basic skills and understandings necessary to succeed in other community college programs. Colleges shall not enroll public or private high school students or homeschooled students in developmental courses.

5.0.4 Workforce Development Programs

Workforce Development Programs help Virginia businesses and industries to be globally competitive by supporting the economic development goals of the Commonwealth and local governments. Such programs may provide credit and non-credit customized training, general education and special skill building programs, and services such as organizational consulting, applicant assessment, career placement or any related service within the capabilities and financial resources of each college individually, collectively or with external partners.

5.0.5 Continuing Adult Education

Adult education programs shall be offered to enable adults to continue their learning experiences. This may include both credit and non-credit work.

5.0.6 Community Services

Community services include various programs and activities that provide public service to the citizens and organizations of the region. This service includes programs such as cultural events, workshops, meetings, lectures, conferences, seminars, and special community projects which are designed to provide needed cultural and educational opportunities for the citizens of the region.