

Part I: Description of Proposed Program

A. Program Background

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

Components of an effective response

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

B. Institutional Mission

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

Components of an effective response

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

C. Delivery Format (if applicable)

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

Components of an effective response

- Documentation that the institution has an established logistical framework for offering education online.
- Description of services that will be available to support online students.
- Resources are available for training and providing ongoing support for faculty engaged in online education.

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

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

Components of an effective response

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

E. Admission Criteria (if applicable)

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

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

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

Components of an effective response

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

F. Curriculum

Information to address: How many credit hours are required for the proposed degree?

Note: Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree.) Summarize the core and required coursework. What are the particular focuses and strengths of the curriculum? Summarize the purpose of sub areas, experiential learning, and capstone requirement. Detail the curriculum program requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core/foundation courses, research, seminar, restricted electives, clinical, internship/experiential work, electives, and dissertation hours (if applicable). Include a description of the focus/purpose of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations or tracks).

Components of an effective response

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

Provide Appendices

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

G. Time to Degree (if applicable)

This section is required if the proposed program:

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

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

Components of an effective response

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

H. Faculty Resources

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

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

Components of an effective response

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

Provide Appendices

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

I. Student Learning Assessment

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

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

Components of an effective response

- Learning outcomes are appropriately related to the discipline, degree level, and degree designation (if applicable) of the program.
- There is evidence that program faculty have been engaged in selection of assessment methods, and have chosen those methods for the purpose of receiving information that can be used to improve instruction.

- The program and/or institution has a deliberate process for using assessment results for program improvement that goes beyond saying simply that ‘results will be provided to faculty.’
- Learning outcomes for sub areas are indicated separately from learning outcomes for core and required coursework.
- A curriculum map of learning outcomes for core and required coursework is provided. (Sub areas are not included in the curriculum map.)

Provide Appendices

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

J. Employment Skills

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

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

Components of an effective response

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

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

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

Components of an effective response

- Academic units of existing related degree programs, certificates and sub areas are indicated.
- Effects on existing related degree programs, certificates and sub-areas are clearly explained, including any closures.
- Degree programs are compared only to describe the focus/purpose of the degree, the core and required curriculum, and the knowledge and skills of graduates.
- If the proposed degree program is an expansion of an existing certificate or sub-area, this is addressed in a dedicated sub-heading, which explains the reason for the expansion, the need for a standalone degree, and what will happen to the existing sub-area or certificate.

Part II: Justification for the Proposed Program

A. Response to Current Needs (Specific Demand)

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

Components of an effective response

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

Provide Appendices

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

B. Employment Demand

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

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

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

| Occupation Title | Base Year Employment | Projected Employment | Total % Change | Typical Entry Level Education |
|------------------|----------------------|----------------------|----------------|-------------------------------|
| | | | | |
| | | | | |

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

| Occupation Title | Base Year Employment | Projected Employment | Total % Change | Annual Change # | Education |
|------------------|----------------------|----------------------|----------------|-----------------|-----------|
| | | | | | |
| | | | | | |

Components of an effective response

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

Provide Appendices

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

C. Duplication

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

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

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

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

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

Information to address: Provide a comparison of existing degree programs and the proposed degree program. The comparison should focus on the curriculum, the specific course requirements for the core program, experiential learning requirements, specialization, and required sub areas of the program (e.g., concentration, emphasis area, focus area, option, specialization, or track). In case of concerns from institutions already offering similar degree programs, explain whether and how those concerns should be answered.

Components of an effective response

- The response addresses directly and with evidence the need for additional degree production in the discipline and at the level being proposed, beyond degree production of existing programs at Virginia public institutions.
- A summary of the existing degree program to include only: program name, the total credit hours, credit hours required for core coursework and required categories, including sub areas of the curriculum, Indicate the name of sub areas, if applicable. The focus of the program can be included in the summary.
- Substantive and brief descriptions of similarities and differences address only: core and required coursework and credit hours required. Sub areas are indicated but not described
- Information specific to delivery format and location can be noted, if applicable.
- Any concerns, arguments, or critiques offered by other institutions are answered with a factual evidence-based response to support the addition of another degree program in the discipline and at the level being proposed.

- Provide a citation for enrollment and degrees awarded from SCHEV’s website.
- **Optional:** Explain how there is need for more graduates in the discipline and at the level being proposed. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to VEC information adduced in the Employment Demand section.

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

Enrollment and Degrees Awarded at Comparable Programs in Virginia

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

Provide Appendix

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

D. Student Demand

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

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

Components of an effective response

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

Provide Appendix.

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

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

Part III: Summary of Projected Student Enrollment

Projected Student Enrollment

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

Instructions:

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

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

State Council of Higher Education for Virginia **Summary of Projected Enrollments in Proposed Program**

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

Note:

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

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

Part IV: Projected Resource Needs for the Proposed Program

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

Narrative Description of Resources to Initiate and Operate the Degree Program

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

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

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

For the “Funds to Initiate and Operate the Degree Program” form institutions must:

1. Calculate revenues using only **annual** tuition and E&G fees and by student domicile in the degree program. Do not use semester or per credit hour cost for calculation of revenues.
2. Assume 24 credit hours (12 credit hours per semester) for fulltime graduate (masters and doctoral) student enrollment for the budget. Assume 30 credit hours (15 credit hours per semester) for undergraduate student enrollment. Summer is not included for the academic year. Only fall and spring semesters are counted.

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

Funds to Initiate and Operate the Degree Program

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

Note: Institutions must use the recommended student-faculty ratio when estimating FTE enrollments and required faculty FTEs.

| Cost and Funding Sources to Initiate and Operate the Program | | | |
|---|---|--|---|
| Informational Category | | Program Initiation Year 20__ - 20__ | Program Full Enrollment Year¹ 20__ - 20__ |
| 1. | Projected Enrollment (Headcount) | | |
| 2. | Projected Enrollment (FTE) | | |
| 3. | Projected Enrollment Headcount of In-State Students | | |
| 4. | Projected Enrollment Headcount of Out-of-State Students | | |
| 5. | Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program | \$ | \$ |
| 6. | Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program | \$ | \$ |
| 7. | Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program | \$ | \$ |
| 8. | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | \$ | \$ |

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

Part V: Certification Statements

1. A request of any kind will be submitted to the General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes

No

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes

No

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes

No

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

The institution’s Chief Academic Officer attests to the accuracy of the above statements

Name (Printed)

Signature

Date