

See notes below, as per text box numbers in margins.

1. **Regularized timeline toward Council action.** Responds to: Council interest in advance notice; institution interest in transparency and predictability.
2. **Note format.** The entire guidance document is structured as a form—no ambiguity about what goes where. Each header will have “questions to address” and “components of an effective response” to guide answers. Stricken through text indicates sections proposed for elimination.
3. **New student learning assessment section drafted by D. Erwin.**
4. **Response to current needs: clarified/condensed.**
5. **Employment Demand: Labor Market Information (LII) to be entered in tabular form to mirror BLS/VEC.** Position announcements changed to 10 (from 20), time limit to a year (from 6 months). Other LMI projections/analyses can be included, at institution choice.
6. **Duplication (for bachelor degree programs or above).** Institutions now required to invite comment from sister institutions already offering the degree program, and address any objections/concerns. Also required: governing boards must be informed of duplicative programs.
7. **Student demand: reduced to one form of evidence, from two.**
8. **Financial/budget info: simplified/condensed.** Under review by SCHEV Finance Policy section.
9. **Certifications added: 6-year plan inclusion; BoV informed in re duplication; other institutions consulted.**

1

Process and Timeline for New Degree Program Proposals

Beginning in 2019, information required to seek approval for a new degree program has been streamlined and specific timelines have been established to assure that complete program proposals will receive consideration at specific Council meetings during the academic year. The purpose of this process and associated timelines is to improve predictability and planning for both institutions and SCHEV.

Process:

- A two-page (approx.) Program Announcement will be presented at a specific Council meeting. Questions, concerns, or specific requests for information will be raised at that time to be addressed in the full program proposal.
- Following submission of the full program proposal, the new degree program will be presented at a subsequent specific Council meeting for action.

Timeline:

- Program Announcements will be presented for discussion at Council's July and January meetings.
- Program Proposals will be presented for action at Council's January and May meetings.
 - Approvals conferred in January will take effect in the upcoming summer term, or later.
 - Approvals conferred in May will take effect in the upcoming fall term, or later.
- *January Approval Timeline, with deadlines.*
 - July 1 (deadline): Program Announcement submitted to SCHEV.
 - July Council meeting: Program Announcement receives discussion.
 - September 15 (deadline): Program Proposal submitted to SCHEV.
 - Program approval considered for action at the January Council meeting; if conferred, approval is effective summer of the same year (or later).
- *May Approval Timeline, with deadlines.*
 - December 1 (deadline): Program Announcement submitted to SCHEV.
 - January Council meeting: Program Announcement receives discussion.
 - February 15 (deadline): Program Proposal submitted to SCHEV.
 - Program approval considered for action at the May Council meeting; if conferred, approval is effective fall of the same year (or later).

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

1. Institution	2. Academic Program (Check one): New program proposal <input type="checkbox"/> Spin-off proposal <input type="checkbox"/> Certificate document <input type="checkbox"/>
3. Name/title of proposed program	4. CIP code
5. Degree/certificate designation	6. Term and year of initiation
7a. For a proposed spin-off, title and degree designation of existing degree program	
7b. CIP code (existing program)	
8. Term and year of first graduates	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____ Mode(s) of delivery: face-to-face <input type="checkbox"/> Distance (51% or more web-based) <input type="checkbox"/> hybrid (both face-to-face and distance) <input type="checkbox"/>	
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.	

Part I: Description of Proposed Program

A. Program Background

Questions to address: Provide a background of the proposed program including the institution's name, location of the program, and initiation date (semester/year) of the program. Is the program a collaboration of campus units (e.g., departments, schools, or colleges)? Discuss the focus/intent of the 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 program area should be provided.

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Components of an effective response

- Degree program, home 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 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

Response

<Insert text. Cell will expand.>

B. Institutional Mission

Questions to address: What is the relationship of the proposed program to the institution's mission? How does the degree program align with the institution's mission? Is the program a result of the institution's strategic plan? Explain whether and how the program is included, or referenced in relevant state planning documents, such as the most recent six-year plan and/or the institution's performance agreement with the state (if it has one).

Components of an effective response

- Institution's official mission statement is cited and program is explained in terms of it.
- The program has been or will be included in the institution's six-year plan and/or performance agreement.
- Need for the program among the institution's stakeholders (e.g., regional/local communities, local/state industries) is described and documented.

Response

<Insert text. Cell will expand.>

C. Online Delivery

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

Response

<Insert text. Cell will expand.>

D. Program Accreditation

Questions to address: If the program will seek accreditation, which accrediting organization will be used? When (in which year) will accreditation be sought?

Response

<Insert text. Cell will expand.>

E. Admissions Criteria

Questions to address: What are the admission criteria for the proposed program? Will the administering unit require additional admission standards from the institution? Will transfer credit be accepted to fulfill program requirements? If there are any limitations on transferability of credit into the program, please explain the rationale.

Response

<Insert text. Cell will expand.>

F. Required Credits/Curriculum

Questions 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.] Briefly describe any particular focus(es) and strengths of the curriculum. Curriculum detail including course information (title, designator, and credit hour value) and the required number of credit hours in core/foundation courses, research, seminar, 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, or tracks) and the required courses.

Response

<Insert text. Cell will expand.>

Provide Appendices.

- Sample plan of study by semester for full-time and part-time students.
- Course descriptions for new and existing (major) courses.

G. Time to Degree & Retention Plans

Questions to address: What is the anticipated typical time to degree for full-time and part-time students? What is the student retention and continuation plan? What specific processes,

requirements, or activities will be established to ensure students are retained and supported to graduation?

Response

<Insert text. Cell will expand.>

H. Faculty Resources

Questions to address: Describe the extent of faculty resources, including number to participate in the program, number to teach core courses and their qualifications in the discipline. How will the existing faculty be utilized? What external funding sources are faculty receiving, (if applicable)? Will new faculty be hired? What credentials will be sought or required and at what rank will new faculty be hired? How will adjunct faculty and graduate assistants be utilized (if applicable)?

For graduate (especially research-oriented) programs: Fill out table below on faculty research/funding. Add a row for each faculty member who will be teaching core courses and/or advising student research.

Response

<Insert text. Cell will expand.>

Faculty Research/Funding

Name/Title/Department	<ul style="list-style-type: none">Funded research (last three years; indicate whether PI).Awards/prizes received for scholarly achievement

I. Program Administration

Questions to address: Describe the administrative structure of the proposed program — i.e., the administrative unit in which it will be located and the title and responsibilities of the program administrator. Indicate the titles, credentials and responsibilities of any new personnel to be hired. Has an external advisory board been established for the program? If so, who are the members? How long will members serve? How will the board serve/support the program? As an appendix, include the name, position title, and affiliation for each board member.

Response

<Insert text. Cell will expand.>

J. Learning Outcomes/Assessment

Questions to address: With the assistance of the institution's assessment professionals, complete the following items: 1. What expected learning outcomes/objectives/skill sets are graduates expected to demonstrate? 2. What program assessment instruments will be used to assess these skill sets? Describe how these instruments were chosen or designed by faculty including any other validity evidence. Please attach a copy of the final (e.g. senior) program instrument with links to your skill sets. 3. How will the institution analyze these data? Will the institution utilize a competency approach for the end of the program and/or a value-added approach for studying change over the student's time at the institution (e.g. pre-post)? 4.

3

How will faculty and administrators utilize these assessment results to improve the program? Please describe the process for incorporating assessment results into faculty curriculum reform, program review, budget reallocations and planning, and accreditation.

Response

<Insert text. Cell will expand.>

K. Employment Skills

Questions to address: What employment skills/workplace competencies will graduates possess? What will graduates be able to do on a job? [Note: Abilities, skills, and competencies should be appropriate to the curriculum and degree level of the program, and to the occupations that are identified under Employment Demand.]

Rubric:

High	Medium	Low

Response

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L. Program Benchmarks

Questions to address: What are the benchmarks (include numeric) by which the program will be deemed successful and when will they be applied? What will the institution do if the program does not meet the benchmarks? These benchmarks may include, job placement (within a specific time period), acceptance rates into graduate studies, satisfaction of employers, and satisfaction of graduates with the program.

Response

<Insert text. Cell will expand.>

M. Relation to Existing Programs

Questions to address: Explain the historical and disciplinary relationship of the proposed program to existing programs at the institution. For example, is the program an expansion of an existing certificate, option, concentration, track, minor, or major? What effect(s) will the new program have on existing programs? Will any be closed or altered? Describe the nature and extent of resources that will be transferred to the proposed program.

Response

<Insert text. Cell will expand.>

Deleted: If so, what has occurred that indicates a need exists to elevate the program to a degree program. What courses or faculty will be added? Will approval of the program result in closure of the existing certificate, option, concentration, track, minor, or major?*

N. Collaboration

Questions to address: If this is a collaborative program with another institution of higher education or other kind of organization, explain the nature of the collaboration. Describe resources available from each partner and how those resources will be allocated to support the program. Describe how administrative responsibilities will be divided and indicate which entity will grant the degree. Note: Documentation determining the parameters of the collaboration must be included for the proposal to be deemed complete.

Response

<Insert text. Cell will expand.>

Provide Appendix.

- Include copies of documentation—such as contracts, Memoranda of Understanding, or transfer agreements—that defines the terms of the collaboration.

Part II: Justification for the Proposed Program

A. Response to Current Needs

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

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Response

<Insert text. Cell will expand.>

Provide Appendices.

- Excerpts of publications (documents, books, or articles) not available on the internet, particularly when quoted information provides strong supportive evidence of need.
- Optional: letters of support from industry.

Deleted: Provide detailed, objective documentation and verification of the need for the degree program. Provide information to address specific events and rationale for the proposed program. For example, what is occurring in the field and/or society that warrants/indicates a demonstrated need for the proposed program at the proposed level? What evidence demonstrates that the degree program is needed? What evidence demonstrates that the Commonwealth needs this degree program or will need it in the future (visionary) to address emerging disciplines, industry, or societal needs. How was future need determined?

B. Employment Demand

Questions 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 level being proposed.

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- 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. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics

Occupation Title	SOC Code	Employment 20XX	Employment 20YY	10-yr change: % and n's	10-yr openings	Typical Entry Level Education

Labor Market Information: Virginia Employment Commission

Occupation Title	SOC Code	Employment 20XX	Employment 20YY	10-yr change: % and n's	10-yr openings	Typical Entry Level Education

Provide Appendices.

- Collection of position announcements (**10 minimum**) from the internet, professional organizations, or other sources of information about jobs appropriate to the degree program. 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 obtained within **one year** of formally submitting the proposal to SCHEV and include the job title, duties, education level, location, and date of announcement.
 - 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. SCHEV discourages form letters. Letters must be written on company letterhead, signed, and indicate the author’s position/title.
- **Optional: employment projections/analyses from sources other than BLS and VEC.**
- *[Add later? Reference to VEDP employment gap analysis.]*

C. Duplication

Please note: public institutions offering programs at the same level and in the same CIP must be invited to provide feedback on the need for additional programs and the potential effect of adding another program at a Virginia public institution. It is the responsibility of the proposing institution to solicit this feedback in time for inclusion with the proposal to SCHEV.

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Questions to address: 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 institutions already offering the same kind of program and relevant labor conditions, according to LMI information adduced in section B above. In case of concerns from institutions already offering similar programs, explain whether and how those concerns should be answered.

- For each existing degree program at the same level and with the same CIP code as the proposed program, provide information in the table below.

<u>Institution</u>	<u>Award/Title</u>	<u>Avg degrees granted (last 5 years)</u>	<u>Brief description of similarities/differences</u>

Response

<Insert text. Cell will expand.>

Provide Appendix.

- All correspondence from institutions expressing objections to or concerns about the proposed program.

D. Student Demand

Questions to address: Provide evidence of student demand to support projected enrollments. Evidence of demand from surveys, emails, or letters should reflect information obtained within 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 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 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 3 years of submitting the proposal to SCHEV.
- Information concerning lack of seat availability for qualified applicants at other public institutions in Virginia. Information should include data on the number of applications, the number of qualified students accepted, and the number of qualified students enrolled. Information should show data within 2 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.

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Part III: Summary of Projected Enrollments for the Proposed Program

Projected 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. Part-time students (%); 3. Full-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. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards). 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.

Projected enrollment:

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: VCCS institutions only complete **Years 1 through 4**. Graduation rates must be included in Year 4, Target year for the VCCS. Four-year institutions are not to complete the GRAD rate for Year 4.

Definitions:

HDCT—fall headcount enrollment
FTES—annual full-time equated student enrollment
GRADS—annual number of graduates of the proposed program

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Part IV: Projected Resource Needs for the Proposed Program

Cost and Funding Sources to initiate and operate the program.		
<i>Funding Source</i>	Program initiation year 20__ - 20__	Target enrollment year 20__ - 20__
New state appropriation/funding	\$	\$
Tuition	\$	\$
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$	\$
Other non-state funding sources (i.e. grant, business entity, or other private sources) <i>(Specify and note if these are currently available or anticipated.)</i>	\$	\$
Total Annual Costs of the Program <i>(staffing, operating expenses, capital outlays)</i>		\$

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High ... [1]

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Instructions:
In a narrative, describe the available and additional program resources anticipated in each of the following categories, explaining the need to initiate and operate the program:

full-time faculty → part-time faculty
adjunct faculty → graduate assistants
classified positions → equipment (including computers)
library → telecommunications
space → targeted financial aid
other resources (specify)

Describe all sources of funds and the allocation and/or reallocation of faculty, classified personnel, and funds needed to initiate and operate the proposed degree program.

With the assistance of the institution's budget officer or chief financial officer, complete and include "Projected Resource Needs for Proposed Program" Parts A- D.

For the forms:
answer the questions listed in Part A.
use the number of full-time equivalent (FTE) positions when completing the table in Part B. For faculty, FTE is determined by calculating faculty teaching effort to the degree program.
in Part C, use 0% salary increases and no inflation factor for any other cost item.
in Part D, a narrative **must** be included to provide detailed explanation of the amount and sources of funds allocated and/or reallocated to support the proposed program. Indicate the anticipated effect of any reallocation of resources (faculty and funds) within the funding source.

<object>
RESOURCE NEEDS

Part A: Answer the following questions about general budget information.

Has the institution submitted or will it submit an addendum
budget request to cover one-time costs? → Yes No

Has the institution submitted or will it submit an addendum
budget request to cover operating costs? → Yes No

Will there be any operating budget requests for this program
that would exceed normal operating budget guidelines (for
example, unusual faculty mix, faculty salaries, or resources)? → Yes No

Will each type of space for the proposed program be within
projected guidelines? → Yes No

Will a capital outlay request in support of this program be
forthcoming? → Yes No

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Part B: Fill in the number of FTE and other positions needed.

Part VI: Certification Statements

1. A budget request will be submitted to the General Assembly to initiate and/or maintain the proposed program.

Yes
No

If "Yes" is checked, describe: when the request will be made; how much will be requested; what the funds will be used for; what will be done if the request is not fulfilled.

Response

<Insert text. Cell will expand.>

3. The proposed degree program is included in the institution's most recent:

- Six-year plan
Yes
No

If "No" is checked, explain why the program is being advanced at the present time despite not being included in the six-year plan.

Response

<Insert text. Cell will expand.>

2. The institution's governing board has been provided information referenced above regarding duplication and labor market information (cite section above) as part of its approval action.

3. Institutions offering similar programs (by CIP and level) have been informed and provided opportunity to comment on the proposed program [cite duplication section above].

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

Name

Date

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Page 14: [2] Deleted **Joe DeFilippo** **2/1/19 11:45:00 AM**