STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Academic Programs at Public Institutions: Policies and Procedures for Approvals and Changes

November 2, 2020

[Technical Changes made December 2021]

STATE-LEVEL REQUIREMENTS FOR APPROVAL OF VARIOUS ACADEMIC PROGRAM ACTIONS

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on academic programs. Shaded actions require preparation of program proposals. Non-shaded actions require submission of designated forms and narrative statements. SCHEV's "Policies and Procedures for Program Approvals and Changes" contains definitions of these terms, specific policy statements, detailed instructions, and all requisite forms.

Academic Program Action Sought by Institution	State-Level Requirement			
	Council Approval	**SCHEV Staff Approval**	**Action Reported to SCHEV**	**No Action Required at State Level**
C.A.G.S. or Ed.S.[1]	X			
Certificate Programs		X		
CIP Code Change		X		
Degree Designation Change		X		
New Degree Program[1]	X			
Program Discontinuance[2]		X	X	
Program Merger[3]		X		
Program Modification		X		
Program Name Change		X		
Sub Areas: Concentration, Emphasis, Focus, Major, Option or Track				X

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[1] If a proposed academic program will elevate a public institution to a new degree level, the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

[2] Submit the "Intent to Discontinue an Academic Program" cover sheet and requisite narrative. Action to remove a degree designation must be approved by SCHEV staff.

[3] Submit the "Merged Academic Program" cover sheet and requisite narrative. All requests for merged degree programs must be approved by Council.

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A. Council's Statutory Duties Related to Academic Programs at Public Institutions

The Code of Virginia, Section 23.1-203, enumerates core duties of the State Council of Higher Education for Virginia (SCHEV). Those most directly related to academic programs at public institutions are listed below.

- Duty 1: Develop a statewide strategic plan that … identifies a coordinated approach to … state and regional goals, and emphasizes the future needs for higher education in the Commonwealth at both the undergraduate and the graduate levels and the mission, programs, facilities, and location of each of the existing institutions of higher education, each public institution's six-year plan, and such other matters as the Council deems appropriate.

- Duty 3: Study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal.

- Duty 5: Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.

- Duty 8: Review the proposed closure of any academic program in a high demand or critical shortage area, as defined by the Council, by any public institution of higher education and assist in the development of an orderly closure plan, when needed.

- Duty 15: Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.

- Duty 27: Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties.

- Duty 28: Insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.

The Council has established the following policies and procedures related to academic programs at public institutions in answer to the duties referenced above, and as part of its obligation "to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth…" (Code of Virginia, § 23.1-200).

I. **Introduction**

It is the intent of this policy and associated guidance documents to provide transparency and establish a context within which SCHEV and public institutions may work collaboratively to advance higher education. Council's goal is to ensure quality academic programming that answers to the economic development needs of the Commonwealth while employing criteria and procedures that are as clear and efficient as possible. The policies and guidelines expressed here will help ensure that Virginia's public institutions continue to use resources efficiently, offer programming to address state needs, avoid unnecessary duplication, and contribute to the achievement of Council's strategic plan aspirations.

II. **Degree Program Common Core Requirements**

Each curriculum leading to the award of an associate, baccalaureate, master's, or doctoral degree is identified by a separate CIP code in the SCHEV Degree and Certificate inventory. Each curriculum under a given CIP code shall share a common core of courses according to the table below. Groupings of courses may be used to define a variety of related sub-areas that are not identical to the formal degree program in which students are enrolled and from which they graduate. Sub-areas may be designated by varying terms, such as: concentration, emphasis area, focus, major, option, specialization, or track. Sub-areas developed after a degree program has been approved by Council must maintain the focus and common core requirement of the degree program. Council approval is not required to add or remove sub-areas to an existing degree program. If a sub-area under a given curriculum becomes sufficiently different from the common core, it may need to be approved by SCHEV as a new degree program.

Common core requirements:

Bachelor's degree	25% of total credit hours required for the degree, excluding general education core
Master's degree	50%* of total credit hours required for the degree
Doctor's degree	25% of total credit hours required for the degree (excluding the dissertation)

*Consideration will be given to degree programs that adequately justify a core curriculum with less than 50%.

III. **Operational Definitions of Key Terms**

Certificate of Advanced Graduate Studies (C.A.G.S.) or Educational Specialist Degree (Ed.S.): curriculum leading to a formal award certifying completion of one year of study beyond the master's level in an academic or occupationally specific field of study. These programs are usually intended for professional licensure or professional development. Council approval is required to award the C.A.G.S. and the Ed.S. See the SCHEV document "Certificate Program Definitions" for more specific information related to the C.A.G.S. award.

Certificate program: curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally specific field of study. SCHEV staff approval is required for a certificate program.

See the SCHEV document "Certificate Program Definitions" for more specific information related to certificates, such as credit totals by designation level.

CIP code change: change made in an existing program's six-digit CIP code designation (as reflected in SCHEV's Degree and Certificate inventory) to respond to changes in the field or to better reflect the intent of the program, provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code. SCHEV staff approval is required for a CIP code change.

Degree designation add/change: addition or change to an existing degree designation (as reflected in SCHEV's Degree and Certificate inventory), provided no significant changes have been made to program requirements, content, or emphasis. Examples may include: adding a B.A. degree designation to an existing B.S. degree or changing from a B.A. degree to the B.S. or from the M.A. in a fine arts discipline to the M.F.A. SCHEV staff approval is required to add or change a degree designation. For removal of a degree designation, see Program Discontinuance (see below).

Degree program merger: consolidation of two or more existing degree programs into a single degree program, whether a new or an existing program. The consolidated program must meet minimum requirements for the common core (see page 5 of this document). SCHEV staff approval is required for degree program mergers.

Facilitated staff approval: proposals for new degree programs with specified characteristics may be approved by SCHEV staff.

- Two-year institutions: applied (i.e., non-transfer) associate degree programs.

- Baccalaureate institutions: degree programs that meet criteria for state needs, labor market projections, and projected student enrollment. For details, see the SCHEV guidance document "Facilitated Staff Approval of Four-Year Institution Degree Programs."

Program proposals eligible for facilitated staff approval may be submitted to SCHEV at any time, without need for a Program Announcement.

Modified program: a change to the curriculum or delivery format of an existing degree program in the SCHEV Degree and Certificate inventory requiring SCHEV approval.

New degree program: curriculum leading to the award of a new degree that:
- includes content in a discipline or field not currently offered by the institution;
- shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and,
- requires a separate CIP code.

Additional faculty, facilities or funding may be required to initiate and operate the new program. Council approval is required to confer the new degree.

Program discontinuance: action taken to close a program or to remove a degree designation (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV's Degree and Certificate inventory the dates for which no new enrollments and no new graduates will be reported. Notification to SCHEV is required; notification prior to program closure or degree designation removal is required. The intent to close a program in a critical shortage area requires additional information.

Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

Program name change: change made in an existing degree program name (as reflected in SCHEV's Degree and Certificate inventory), provided no significant changes have been made to program requirements, content or emphasis, and provided that the new program name replaces the current program name (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts). SCHEV staff approval is required for a program name change.

IV. New Academic Degree Programs

Process for Council action
A public institution's governing board must approve each proposal for a new academic program prior to its submission to the Council. The following procedures are adopted for new degree programs not eligible for facilitated staff approval.

- Council must first be informed about a new degree program via a Program Announcement before the program can be presented for approval at a later Council meeting.
- Council action on new degree programs will occur at two specific meetings during the academic year, one in the fall and one in the spring. The chair of the Academic Affairs Committee may modify this scheduling to accommodate circumstances, such as meeting cancellations and workload management.
- Institutional officers must attest that information related to duplication and employment has been presented to the governing board prior to its approval of the new program.

For specific information about the provisions, see below under Section IV: New Degree Programs.

Factors on which SCHEV evaluation will focus
The Council is particularly interested in questions related to issues of "need" for new academic programs. These questions center around the state's need for the proposed degree program as well as the institution's need for it.

- **Why does Virginia need this program at this time?**

  State Needs. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?

  Employer Needs. Will the program fill demonstrable employer needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet employer demand for graduates of such programs and the designated degree level? If not, will the program fill demonstrable non-employment needs in the state?

  Student Needs. Will the program fill demonstrable student needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet student demand for such curricula? If not, why does the institution anticipate student demand for the program?

Duplication. Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? How many similar programs are offered in the state; where? What is the enrollment strength and graduation rates of these similar programs?

- **Why does the institution need this program at this time?**

   Institutional Needs. Will the degree program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV-approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

   Resource Needs. Will the program affect the institution's budget? If so, how and how significantly? (Will changes be required in faculty, staff, facilities, or other resources need to initiate and sustain a degree program? Will the degree program be the optimal use of institutional resources in light of state budget considerations, as well as the contributions of any existing programs and the benefits of collaborative efforts?) If not, how will resources be internally reallocated to fund the program?

V. Certificate Programs

Institutions may propose new certificate programs at the level of baccalaureate/undergraduate, post-baccalaureate, graduate, or post-professional. Requests for certificate programs necessitate submission of information and forms using the guidelines, instructions, and forms contained herein. Council has delegated approval authority for new certificate programs, including certificate modifications, technical changes, and discontinuances to SCHEV staff. Final authority for all certificate program actions remains with the Council.

VI. Degree/Certificate Program Modifications

Some proposals submitted to Council seek approval for programs that have modified program requirements from the original program approved by SCHEV. Modified curriculum requirements may seek to address evolution in the discipline/field, respond to the needs of business and industry, or address changes mandated by discipline-specific accrediting agencies. Council expects that institutions engage in continual processes of improvement that may result in a variety of modifications to existing programs. SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original program as approved by Council. Modifications that require SCHEV approval include:

1. Altering program requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the program as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 of this document).

2. Adding a new delivery format to an existing program or ceasing to offer the program in the format in which it was approved by Council.

3. Increasing or decreasing the total credit hours by more than three (3) credits from what was originally approved by Council. In the case of a bachelor degree, any change to more than 124 credits will require SCHEV approval.

Note:
- *three (3) is the maximum <u>aggregate</u> change in total credits that may be made without submitting a modification proposal to SCHEV; i.e., approval must be sought if/when the total increase or decrease—even if by smaller increments over time—exceeds three (3) credits. Institutions should maintain an official record of credit increases or decreases to the total credit hours of degree and certificate programs;*
- *if/when the total aggregate change in credits exceeds 12, it may be necessary to submit a proposal for a new degree and certificate program proposal.*

4. Changing the licensure-qualifying status of a degree program as approved by Council, i.e., adding or removing a licensure-qualifying option.

Council has delegated approval of program modification proposals to SCHEV staff. Final authority for degree and certificate program modifications remains with the Council. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

VII. Technical Changes, Program Mergers, and Intent to Discontinue Programs
Institutions may propose program actions such as technical changes (CIP code, degree designation, program name) to existing programs and program mergers. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. Council has delegated approval authority for such changes, including degree designation closures, to SCHEV staff. Final authority for all program actions remains with the Council.

Institutions may close programs or propose to close degree designations. Notifications or requests are submitted to SCHEV using the guidelines, instructions, and forms contained herein. Board of Visitors (BOV) approval is required to close a degree program.

VIII. Governing Board Approval Expiration
Any request that requires governing board approval must be formally submitted to SCHEV within two (2) years of the Board of Visitors (BOV) approval date.

IX. Degree Level Authorization

<u>Policy on Programs at a New Degree Level</u>
An institution wishing to offer one or more programs at a new degree level must simultaneously submit the program proposal(s) and follow the procedures outlined in Council's policy on "Escalation of Degree-Level Authority at Public Institutions." Negative action on the request to confer degrees at a new level results in the denial of the request for any programs at that level. However, approval of the new level does not automatically result in approval of the requested degree program(s). Each proposed program will be considered individually.

<u>Policy on Doctoral Programs</u>
Doctoral degrees normally will be offered by the major research universities. For the purposes of SCHEV policy, the following institutions are considered to be the major research institutions: the College of William and Mary, George Mason University, Old

Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Each institution awards doctoral degrees in many fields.

Other institutions may be authorized to offer doctoral degrees under certain conditions: (1) if another institution has a special capacity to offer a doctoral degree, usually a professional sort as distinguished from a research degree; (2) if there is strong demand from place-bound professionals for the proposed program; or (3) if there are special circumstances that support the proposed program.

James Madison University, Norfolk State University, Radford University, and Virginia State University each have "limited authority" to offer doctoral degrees. "Limited authority" generally entails:

- limitation to ten (10) or fewer doctoral level degree programs;

- doctoral programs focused on applied areas of study as opposed to fundamental research in the arts and sciences; and

any new doctoral program proposed under this authority must be supported by compelling evidence of state need and absence of duplication with already existent doctoral programs at Virginia public institutions.

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Procedures for Document Submission
This section sets forth procedures and requirements that apply to all academic program documents submitted to SCHEV for actions covered by this policy. Sections III-VII provide the requirements and instructions specific to each kind of program action. Due to variability in documents submitted, the minimum requirements for format and content are provided. Actions for which documents must be submitted to SCHEV include:

- new degree programs

- new certificate programs

- program modifications

- technical changes to existing programs (CIP code change, degree designation change, name change) and program merger

- program and degree designation discontinuances.

Institutions must formally submit documents prior to initiation of new programs, including certificates, modifications to existing programs, and technical changes to existing programs. Documents to discontinue degree programs should be submitted prior to closing programs, particularly degree programs in a critical shortage area.

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General Requirements for All Documents

General Guidelines for All Documents

- Use Microsoft Word Times New Roman 12 Font for all text including appendix cover pages and page numbers. At minimum, foot notes should be in TNR 10 Font. All citations must utilize APA format.

- Use one-inch margins and single space between narrative text.

- Number all pages of the document. Number appendices or attachments separately from the main body of the document.

- Use only SCHEV official forms; edited SCHEV forms will not be accepted. Use SCHEV category headings when provided within this document.

- Print one-sided.

- Print documents from the Word document format; do not print documents from the PDF.

- Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicum sites) in a labeled appendix. Non-Word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable.

- Use a clip; please do not bind materials.

- For formal submissions, send two hard copies of the documentation. One document must contain an original signature on the cover letter and the resources signature page. Electronic signatures will not be accepted.
  Note: an electronic copy is submitted for new degree program proposals but not for certificates, modified programs, technical changes (CIP code, degree designation, and name change), program mergers or program discontinuances.

- When submitting draft documents for SCHEV feedback, submit one hard copy labeled (watermark) "draft." Include a completed SCHEV Cover Sheet. Include a cover note from the SCHEV liaison that indicates the nature of the submission, program name, degree designation, CIP code, and the liaison's contact information (name, telephone number, and email address). Institutions seeking to submit draft documents should consult SCHEV staff for guidance.

- Address all proposal correspondence to the Director of Academic Affairs. Address all envelopes/packages to Administrative Assistant, Academic Affairs and Planning. An electronic copy on CD or flash drive is submitted upon final approval.

*T*O GO DIRECTLY TO THE SECTION, CLICK ON THE FOLLOWING LINKS:

A. Procedures and Requirements for Certificate Program Documents

- All documents for new certificate programs must be submitted to SCHEV staff at least ninety (90) days prior to the desired initiation date. Requests for new certificate programs must include the information required by SCHEV's policy. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft, document, see instructions on page 12 of this document.

- New certificate programs are eligible for review and approval by SCHEV staff. Certificate programs must align with the institution's official SCHEV-approved mission statement. Certificate programs should be fully supported through internal reallocation and comprised predominantly of existing faculty and resources.

- SCHEV reserves the right to request additional information.

Note: use the SCHEV Certificate Program Definitions to determine certificate designation level. The document is available with this policy on the SCHEV website.

B. Specific Instructions for Certificate Program Documents

1. Document Format

- Complete the SCHEV Program Proposal Cover Sheet.

- Provide a descriptive narrative to address item 2iii (see below).

- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components and Forms

Documents for certificates must include three components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a "Program Proposal Cover Sheet"; and, (iii) a description of the program containing the information listed below.

i) Letter from Chief Academic Officer
A letter from the chief academic officer must accompany the documentation for all certificate programs. The letter must:

- indicate the institution's legal name, the nature of the request, the certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if is not required);

- succinctly describe the program;

- describe the resources needed to support the program; indicate resources for new courses, new fulltime or adjunct faculty, or new staff;

- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program document.

ii) **Program Proposal Cover Sheet**
The SCHEV Cover Sheet for Program Proposals must be used to submit proposals for certificates programs (see page 20).

iii) **Narrative Description**
Institutions must submit information and narrative to address (at minimum) the areas and statements below.
Note:
- the format for the proposal is not bulleted; use a section heading for each of the following areas/topics:
    Name of certificate, CIP code, Initiation date, Description of certificate, Time to complete, Admission criteria (if applicable), Curriculum requirements, Faculty, Course delivery format, Resources, Gainful Employment, and Course descriptions.
- if a certificate program exceeds the credit hours outlined in SCHEV's Certificate Program Definitions, include a separate heading to provide justification for the credit hour requirement.

- Include a succinct narrative to describe the purpose and focus of the certificate. Indicate what students will study and learn at program level. Indicate what graduates will be prepared to do on a job. Indicate whether the certificate meets an accreditor or state board requirements, if applicable. Provide an original copy of requirements as an appendix item.

- Indicate the specific individuals/group(s) who will be targeted to enroll in the program.

- Include a narrative to indicate the time to complete the program for fulltime and part-time students for both degree seeking and non-degree seeking students.

- Describe admission criteria for the program and indicate specific requirements for different populations. Include scores for all standardized tests.

- Provide a succinct summary of the focus of the curriculum. Summarize what students will learn from core and required coursework. Indicate the total number of credit hours required. Provide a list of all required courses (title, designator and credit hour value), restricted electives, and electives. Describe sub areas, if applicable. Describe requirements and indicate deliverables for a capstone project, internship, or practicum, if applicable. Indicate how student failure will be addressed. Explain any requirements of the curriculum (e.g., project, internship, practicum) needed to address special requirements for licensure.

- Describe faculty who will teach in the certificate. Indicate who selects faculty, the academic unit to provide faculty, the number of existing faculty to teach in the certificate program, and the credentials (degree level and discipline area)

of faculty. If using adjunct faculty, indicate the credentials and level of support that would be used to offer the certificate. Indicate if not using adjunct faculty.

- Indicate how (e.g., traditional, fully online, or hybrid design) the certificate program will be delivered. Describe the institution's resources to support the delivery format. If traditional, indicate space resources; if online, indicate technological resources to support online instruction and availability of technical support. Indicate faculty training to teach online courses and training that is required. Indicate whether the institution has the ability to support the delivery format.

- Explain resources to offer the certificate. Indicate additional resources or costs (e.g., administration, faculty), if needed and the source of financial support. Indicate the institution's ability to support the certificate with existing resources.

- Indicate whether the certificate is a Gainful Employment program. Indicate why the program will or will not come under Gainful Employment.

- Provide the official course description for all required courses and restricted electives. Denote if courses are new.

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A. Guidelines and Procedures for New Degree Program Proposals

- All new degree program proposals, except those that qualify for Facilitated Staff Approval, must be reviewed and approved by Council. Proposals subject to Council approval must be submitted according to the two-stage process and applicable timelines described in section C (see page 21). All degree program proposals must include the information required by SCHEV's policy. Proposals eligible for Facilitated Approval must be submitted at least nine months prior to the anticipated initiation date. Requirements for facilitated approval are provided in the addendum document available at: https://schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions.

- Approval to initiate a new degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.

- Proposals for new doctoral programs are also subject to the two-stage process, with the qualification that they may be presented for Council action at the next feasible meeting following completion of the external review process. Institutions must arrange (in consultation with SCHEV staff) and fund a site visit to review the degree program proposal. At least two qualified external reviewers and a SCHEV staff member will attend the external review. The site visit must be completed at least eight (8) weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers must be provided with copies of the degree program proposal and faculty CV's prior to the visit and should be charged with preparation of a written report, which must be submitted to the SCHEV staff. Institutions must provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report. One hard copy of reviewers' CV's must be sent to SCHEV.

- Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) if the new program significantly modifies or expands the scope of the institution.

B. Specific Instructions for New Degree Program Proposals

1. Proposal Format

- Complete the SCHEV Program Proposal Cover Sheet.

- Provide a table of contents.

- Provide a descriptive narrative that addresses all applicable items in Part I (pages 23-27) and Part II (pages 28-32) in sufficient detail to inform reviewers who may not be familiar with the discipline. Narrative text in these sections should address the specified "Questions to Address," and will be evaluated according to the relevant "Components of an Effective Response."

- Complete tables and forms in Parts II (B & C), III, and IV, and provide narrative text to accompany tables as specified.

- Complete required Certification Statements, signed by the Chief Academic Officer, in Part V (see page 36).

- Provide as appendices any information that is labeled as "Provide Appendix." Non-required information may be included as an appendix at the institution's discretion if needed to document the justification for the proposed program. Non-MS Word documents are to be scanned for inclusion in the appendix of the electronic copy.

- Include documentation for contracts, MOU/MOA's, or other agreements with external resources (e.g., business, institution of higher education, government agency), if applicable.

- See General Requirements for All Documents on page 12 of this document.

2. **Proposal Requirements, Components, and Forms**
   Proposals for new programs must include the following three components:

   - a cover letter signed by the chief academic officer containing the information specified below;

   - a "Program Proposal Cover Sheet;" and

   - a completed program proposal document, consisting of the following components:
     - Table of Contents
     - Part I: Description of Proposed Degree Program
     - Part II: Justification for the Proposed Program
     - Part III: Summary of Projected Enrollments for the Proposed Program
     - Part IV: Projected Resource Needs for the Proposed Program
     - Part V: Certification Statements
     - Appendices (required and optional)

   i) **Letter from Chief Academic Officer**
      A letter signed by the chief academic officer must accompany the program proposal for all new degree programs. The letter must:

      - indicate the institution's legal name, the nature of the request, the degree designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date;

      - provide a brief description of the program;

      - summarize why the degree program is needed at this time;

      - explain how the proposed program will fit with the institution's mission;

      - describe what the institution will stop doing or do differently in order to initiate the program, if applicable; indicate whether any degree programs will be proposed for closure or consolidation;

      - describe funding plans for the proposed program including the institution's commitment to the proposed program in terms of faculty, financial, and physical resources; and

- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program proposal.

Note: If the proposed program will be offered jointly or in collaboration with one or more other institutions (public or private), the chief academic officer of each collaborating institution must also submit a letter of support and explanation.

ii) Program Proposal Cover Sheet
The SCHEV Cover Sheet for Program Proposals must be used to submit proposals for new and spin-off programs (see below).

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1. Institution	2. Academic Program (Check one): New program proposal ☐ Certificate document ☐

3. Name of proposed program	4. CIP code

5. Degree/certificate designation	6. Semester and year of initiation

7. Semester and year of first graduates	8. Date approved by Board of Visitors

9. For community colleges:

   date approved by local board

   date approved by State Board for Community Colleges

10. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)

11. Location of program within institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices).

   Department(s) or division of _____

   School(s) or college(s) of _____

   Campus(es) or off-campus site(s) _____

12. Mode(s) of delivery:

   Face-to-face, traditional ☐

   Hybrid (both face-to-face and distance) ☐

   Distance (100% web-based) ☐

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.

C. Process and Timeline for New Degree Program Proposals

Information required to seek approval for a new degree program has been revised and specific timelines have been established to support complete program proposals receiving consideration at specific Council meetings during the academic year. The purpose of this process is to improve predictability and planning for both institutions and SCHEV.

Note:
- The process/timeline below does not apply to degree program proposals eligible for Facilitated Approval, which may be submitted at any time without a Program Announcement. SCHEV reserves the right to determine whether a given proposal meets criteria for Facilitated Approval.
- Doctoral degree programs are not required to adhere to the timeline; i.e., they may be presented for Council action at the next feasible meeting following completion of the external review process.
- Specific deadlines and timeline points may be adjusted to accord with the calendar, meeting cancellations or other logistical considerations. Any such adjustments will be announced with advance notice.

Process:

- A Program Announcement will be presented at a specific Council meeting. Any questions, concerns or requests for information raised at that time must be addressed in the full program proposal. The Program Announcement Form and Program Announcement Instructions are available on the SCHEV web site.

- Following submission of the full program proposal by a specified deadline, the new degree program will be presented for action at a subsequent specific Council meeting.

Timeline:

- *May Approval Timeline, with deadlines*
  - September 1 (deadline): Program Announcement submitted to SCHEV.
  - September Council meeting: Program Announcement receives discussion.
  - December 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 within one calendar year after Council approval.

- *October Approval Timeline, with deadlines*
  - March 1 (deadline): Program Announcement submitted to SCHEV.
  - March Council meeting: Program Announcement receives discussion.
  - June 1 (deadline): Program Proposal submitted to SCHEV.
  - Program approval considered for action at the October Council meeting; if conferred, approval is effective spring semester of the same academic year or within one calendar year after Council approval.

Introduction: New Degree Program Proposal Documents

Parts I-V provide instructions for composing the main parts of the program proposal document. The purpose of the instruction is to promote an accurate description of the proposed degree program so the rationale advanced for approval can be fully evaluated. Institutions must respond to the prompts/questions within each section with relevant narrative descriptions, quantitative information, and appendices where indicated.

Please note:

- some headings are designated "if applicable"—if the specified information is not applicable to the proposed degree program, the proposal simply omits that heading;
- some headings specify information (required or optional) to be included as appendices; and
- the format for the proposal is not bulleted; a guide with the section headings to format the proposal can be found on pages 65-66 of this document.

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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, indicate the request, program designation and 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 semester and year.
- 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 the 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?

- 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 <u>at the degree level and in the discipline</u> 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.

<u>Components of an effective response</u>
- The account provided is clearly oriented toward a program <u>at the degree level and in the discipline</u> proposed.
- The account provided is focused on the specific program being proposed, especially the <u>degree level</u> 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. <u>Note</u>: 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.

<u>Provide Appendices</u>
- 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.
- <u>Optional</u>: 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. <u>Letters that appear to be composed according to a template will be disregarded.</u>

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 <u>in the discipline and at the degree level</u> being proposed.

- Labor Market Information: For the U.S. Bureau of Labor Statistics (BLS), provide relevant information for <u>the most recent 10-year projection</u>. Relevant information includes, position title and job outlook percent and indicated rate of growth (e.g., "faster than average"); additional information provided in "Job Outlook" and "Job Prospects" can be included. For the Virginia Employment Commission (VEC), fill in the table below with relevant information. Insert correct years (20XX and 20YY) to

reflect the most recent 10-year projection. Add rows as necessary. The url to the BLS and VEC information for each position should be provided in a footnote.

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

Occupation	Base Year Employment	Projected Employment	Total Projected Difference	Total Percent 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.

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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 <u>30</u> 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.

<u>Components of an effective response</u>
- The response addresses directly and with evidence the need for additional degree production <u>in the discipline and at the level</u> 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 <u>in the discipline and at the level</u> being proposed.

- Provide a citation for enrollment and degrees awarded from SCHEV's website.
- Optional: Explain how there is need for more graduates <u>in the discipline and at the level</u> 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 <u>support projected enrollments</u>. 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 <u>one</u> 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.

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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.

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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 Year[1] 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)	$	$

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[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

A. Procedures and Requirements for Modified Degree/Certificate Program Proposals

- All documents for modified degree and certificate programs must be submitted to SCHEV staff <u>at least ninety (90) days prior</u> to the desired initiation date. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft document, see instructions on page 12 of this document.

- SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original program as approved by Council. Modifications that require SCHEV approval include:

    1. Altering program requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the program as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 of this document).

    2. Adding a new delivery format to an existing program or ceasing to offer the program in the delivery format in which it was approved by Council.

    3. Increasing or decreasing the total credit hours by more than three (3) credits from what was originally approved by Council. In the case of a bachelor degree, any change to more than 124 credits will require SCHEV approval.

        Note:
        - *three (3) is the maximum <u>aggregate</u> change in total credits that may be made without submitting a modification proposal to SCHEV; i.e., approval must be sought if/when the total increase or decrease—even if by smaller increments over time—exceeds three (3) credits. Institutions should maintain an official record of credit increases or decreases to the total credit hours of degree and certificate programs;*
        - *if/when the total aggregate change in credits exceeds 12, it may be necessary to submit a new degree and certificate program proposal.*

    4. Changing the licensure-qualifying status of a degree program as approved by Council, i.e., adding or removing a licensure-qualifying option.

    Bachelor and associate level degree programs must demonstrate strong evidence to increase or decrease the total required credit hours. Modifications that increase or decrease the total credit hours of a degree program *by more than twelve (12) credits* may be treated as equivalent to a new degree program proposal and may require following the process for new degree programs.

    Modifications to the total credit hours of a certificate program should remain within the approved program's definition as determined by SCHEV's Certificate Program Definitions (available on SCHEV's website).

- Combining modification(s) with technical changes (CIP code, program designation, and program name) is not permitted at the time of a modification request or subsequent to a modification request.

- Council has delegated authority for approval of degree and certificate program modifications to SCHEV staff. Final authority for degree and certificate program modifications remains with the Council. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

- SCHEV reserves the right to request additional information. In cases where the program's curriculum has undergone major changes compared to its initially approved requirements, it may be necessary to submit a proposal for a new program.

B. Specific Instructions for Modified Degree Program Proposals

1. Proposal Format

- Complete the SCHEV Modified Academic Program Proposal Cover Sheet.

- Provide a table of contents.

- Provide a descriptive narrative that addresses item 2iii (see pages 41-42) in sufficient detail to inform reviewers who may not be familiar with the discipline.

- Complete the following tables/forms and provide narrative text as directed:
  - modified program Summary of Projected Enrollment table (see page 43)
  - Section II, Parts V (*Projected Resource Needs for the Proposed Program*) and VI (*Certification Statements*), pages 44-46.

  Note: these sections do not need to be provided for modifications that consist solely of adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the program as approved by Council.

- Insert any forms or attachments in a labeled appendix.

- Include documentation for contracts, MOU/MOA, or other agreements with external resources (e.g., business, institution of higher education, government agency), if applicable.

- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components and Forms

Proposals for modified academic degree programs must include up to six components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a "Modified Academic Program Cover Sheet"; (iii) a narrative description of the proposed modification addressing the statements on pages 41-42; (iv) a "Summary of Projected Enrollment in Proposed Program" form (degree programs only); (v) if applicable, detailed narrative text as indicated the "Projected Resources Needs for the Proposed Program on page 44; (vi) if applicable, funds to initiate and operate and certification statements (v and vi below, pages 45-46); and (vi) a table of contents.

i) Letter from Chief Academic Officer

A letter signed by the chief academic officer must accompany the program proposal for all modified academic programs. The letter must:

- indicate the institution's legal name, indicate the nature of the request, the degree/certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if it is not required);

- provide a description of the modification;

- summarize what is prompting the modification;

- explain how the proposed modified program will fit with the institution's mission;

- describe funding plans for the proposed modified program, including a description of the institution's commitment to the program (in terms of faculty, financial, and physical resources); what the institution will stop doing or do differently in order to initiate it, or degree or certificate programs proposed for discontinuance; and

- include contact information of person(s) other than the institution's chief academic officer who may be contacted regarding the document.

Note: If the proposed modified program will be offered jointly or in collaboration with one or more additional institutions (public or private), the chief academic officer(s) of the collaborating institution(s) must also submit a letter of support and explanation.

ii) Modified Program Proposal Cover Sheet

The SCHEV Cover Sheet for Modified Academic Programs must be used to submit proposals (see below).

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

1. Institution	2. Type of Modification (Check all that apply) Credit hours ☐ Curriculum change ☐ New delivery format ☐
3. Name, existing program	
4. New program name (if applicable)	

5. Degree/certificate designation, existing program	6. CIP code, existing program

7. Original program approval date (month and year) by Council _____

   Degree/Certificate designation and name _____

   CIP code (If degree program was approved after 1980.) _____

8. Delivery Format(s), existing program (face-to-face/site-based, 100% web-based, hybrid, satellite)

9. Delivery Format(s), modified program (face-to-face/site-based, 100% web-based, hybrid, satellite)

10. Term/year of initiation, modified program	11. Term/year of first graduates, modified program
12. For community college: local board approval date	13. Date approved by Board of Visitors or State Board for Community Colleges

14. If the existing or modified program is/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s).

15. Location of program within institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices).

Department(s) or division of _____

School(s) or colleges of _____

Campus(es) or off-campus site(s) _____

16. 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.

iii) Description of Modified Program

Institutions must submit a detailed narrative for all modifications to address (at minimum) the key questions below.

Note**:** The format for the proposal is <u>not</u> bulleted. For a guide with section headings to format the proposal, see the "[SCHEV Modified Document Format/Order of Section Headings](#)."

- Provide the institution's legal name, indicate the nature of the request, and the program's degree/certificate designation and name. Indicate the administrative location (academic units) on campus. Provide the initiation date (semester/year) of the modified program.

- What is the proposed modification?

- What is the purpose of the modified degree/certificate program? What is the focus of the modified degree/certificate program? Has the purpose and/or focus of the existing degree/certificate program changed? If so, describe the changes. For what purposes are graduates needed? What will graduates be prepared to do/address?

- What is occurring or has occurred to prompt the proposed modification? Provide a brief history of the evolution or changes to the discipline, industry in which graduates are employed, accreditation standards, or institutional resources.

- Provide a background narrative to succinctly summarize and describe the history of actions taken to determine whether a modification should be requested. The narrative should describe referenced actions in chronological order. If any campus committees approved the modification, committee names and dates of approval should be indicated in each case. **Note:** the background narrative is not the rationale to justify the proposed modification. Statements about the rationales or justifications for the proposed modification—including rationales adopted by decision-making committees or other bodies—should be communicated in the "rationale" section of the proposal.

- Will admission requirements for the modified program differ from admission requirements for the existing program?

- Provide a description of the curriculum of the new modified degree program. How many credit hours are required for the proposed modified degree? (<u>Note</u>: 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.) Institutions are to discuss the focus of the curriculum and program strengths or areas of emphasis of the required coursework. The curriculum should be formatted to show the courses (title, designator, and credit hour value) required for general education courses, additional special courses, core/foundation courses, research/methods courses, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). If sub areas are included, a description of the focus and the courses are required. Denote which courses are new. As an appendix item, provide a sample plan of study by semester for full-time and part-time students. As an <u>appendix</u>, provide a comparison table to show existing degree program requirements and the proposed new modified degree program.

- Will the modification impact time to complete the program? If yes, describe to impact to fulltime or part-time students. If no, indicate such via a statement.

- Will all or part of the curriculum utilize any variation of online/electronic delivery? If yes, provide a complete description of the plan, resources, faculty training, and courses. If no, indicate such via a statement.

- Is the existing degree program being modified to add or remove a licensure-qualifying curriculum? If adding a curriculum, provide a chart to show a comparison of the program requirements of the existing degree program and the proposed curriculum. If removing a curriculum, provide a description of the remaining degree program requirements. What effects will the licensure-qualifying program have on state needs for qualified professionals, student enrollment, and the institution?

- Will the modified program result in new learning outcomes (knowledge and skills) for the program? If yes, indicate the new learning outcomes for the modified program. If no, indicate such via a statement.

- Will the modified program result in new employment skills/workplace competencies for graduates? If yes, indicate the new employment skills/workplace competencies. If no, indicate such via a statement. Note: skills and competencies should be appropriate to the curriculum and degree level of the program.

- What is the rationale for the new modified program? Why is the modification needed at this time? Include support documentation (e.g., accrediting organization's requirements, industry regulations, licensing board requirements).

- Is the modified program, including delivery format, duplicating existing programs in the state? If so, indicate the institution's legal name, the program designation, program name, and delivery format.

- What resources are needed to offer the program on-line, if appropriate? Will any new resources be needed? If yes, provide a detailed explanation. Will existing resources need to be updated? If yes, provide a detailed explanation. How will faculty be prepared to offer on-line instruction? What assessments will occur to monitor the program?

The next two bullets do not need to be addressed if the proposed modification consists solely of adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the degree program as approved by Council. The bullets do not need to be addressed for certificate programs.

- What is the estimated headcount and FTES for students for the modified degree program? What assumptions are made? If the projected headcount and FTES differ from the historical figures, explain why the change is projected. Complete the "Summary of Projected Enrollments" form below.

- For degree programs, provide narrative and tabular information to address resources and certification statements in v and vi below (pages 44-46).

Note**:** requests to modify degree programs should be submitted with the understanding that new state funds will not necessarily be provided to support the modified program.

iv) Summary of Projected Enrollment in a Modified Program

Complete and submit the form below.

Instructions:
- Enter the appropriate dates at the top of each column.

- Provide **fall headcount enrollment (HDCT), annual full-time equivalent student (FTES) enrollment** (Round the FTES to the nearest whole number), and **annual number of graduates (GRAD)** expected for each year after the target enrollment year.

- 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 Enrollment 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

v) Projected Resource Needs for the Modified Program

The purpose of this section is to identify: (1) expected resource needs for the modified degree program initiation and for operation through the full (target) enrollment year, (2) the sources of funding for the modified 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		Program Initiation Year 20__ - 20__	Program Full Enrollment Year[1] 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)	$	$

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[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.

vi) Certification Statements

1. A request of any kind will be submitted to the General Assembly for funds to initiate and/or maintain the proposed modified 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. If governing board approval is required, the 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

A. Procedures and Requirements for Program Action Changes

- All requests for technical changes (i.e., CIP code, program designation, or program name) must be submitted to SCHEV staff <u>at least sixty (60) days prior to the institution's desired initiation date</u>. Requests for technical changes to existing certificate programs and degree programs, and program mergers must include the information required by SCHEV's policy. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft, document, see instructions on page 12 of this document.

- Proposed technical changes to existing programs are eligible for review and approval by SCHEV's staff if such changes will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty.

- SCHEV reserves the right to request additional information – including a proposal for a new degree program – in cases where program curriculum has undergone change(s) not approved by SCHEV since approval by Council.

B. Specific Instructions for Technical Changes to Programs

   1. Proposal Format

- Complete the SCHEV Cover Sheet for Revising An Academic Program.

- Provide a table of contents.

- Provide a descriptive narrative to address item 2iii. (see pages 48-50).

- See General Requirements for All Documents on page 12 of this document.

   2. Proposal Requirements, Components and Forms
Proposals for program action changes must include four components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a completed "Academic Program Revision Cover Sheet" (see page 51); (iii) a description of the proposed program action containing the information listed (see pages 48-50); and, (iv) a table of contents. For a degree designation add, include: a "Summary of Projected Enrollment in the Proposed Program" form (see page 33); and projected resources needs and certification statements (see pages 34-36).

     i) Letter from Chief Academic Officer

      A letter signed by the chief academic officer must accompany the request for all program action changes. The letter must:

- indicate the institution's legal name, the nature of the request, the degree/certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if it is not required);

- provide a succinct description of the change;

- summarize what is prompting the change;

- explain how the proposed changed program will fit with the institution's mission;

- describe the institution's commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources);

- describe the resources needed to support the change; indicate resources for new courses, new fulltime or adjunct faculty, or new staff; and

- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the proposal.

ii) **Program Action Proposal Cover Sheet**
The "Academic Program Revision Cover Sheet" must be used to submit proposals (see page 51 below).

iii) **Narrative Description**
Institutions must submit a detailed narrative to address (at minimum) the key statements below for all technical changes. Additional information is included for certificate programs and degree designation changes. Note**:** The format for the proposal is <u>not</u> bulleted.

- Provide the institution's legal name, indicate the nature of the request, and the program's degree/certificate designation and name. Indicate the administrative location (academic units) on campus. Provide the initiation date (semester/year) of the technical change.

- Provide a background narrative to succinctly summarize and describe the history of actions taken to determine whether a technical change should be requested. The narrative should describe referenced actions in chronological order. If any campus committees approved the technical change, committee names and dates of approval should be indicated in each case. Note: the background narrative is not the rationale to justify the proposed modification. Statements about the rationales or justifications for the proposed technical change—including rationales adopted by decision-making committees or other bodies—should be communicated in the "rationale" section of the proposal.

- Provide a detailed rationale providing justification for the change. Why is the change needed at this time? Include supporting evidence and documentation as needed. Include charts/tables as appendix items.

- Provide a description of the curriculum. Summarize the focus of the core curriculum. What are strengths of the core curriculum? Detail 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. For degree designation change or add, provide the curriculum for the existing program and the revised program. Explain changes to curricular requirements. Provide a comparison chart indicating course changes and curriculum requirements, as needed. Information may be requested for other courses included in the curriculum. Additional information is required for some masters and doctoral level degree program requirements. Provide

official course descriptions for all required courses and restricted electives as an appendix item. Denote if courses are new.

- With the assistance of the institution's director of assessment or the assessment office, complete the following items: 1. What learning outcomes (knowledge and skills) are graduates expected to demonstrate? 2. When and how does the institution plan to assess student learning?

- Describe the resources needed to institute the change. Include information for administration, faculty, and program support, when applicable. An itemized budget to show resources for signage, paper products, websites, promotional materials, and miscellaneous items should be included.

- Include supportive evidence (e.g., course descriptions, accrediting agency documentation, state agency documentation, federal government requirements, and institution catalog copies, archive and current) in an appendix, as needed.

For a degree designation add, additional detailed narrative is included to address the key statements below.

- How does the degree program align with the institution's mission?

- What are the faculty resources including number to teach core and required courses in the program? What is their depth and breadth in the discipline? Will new faculty be hired? What credentials will be sought or required and at what rank will new faculty be hired? Will adjunct faculty be needed to teach core and required courses? If no, indicate such.

- With the assistance of the institution's director of assessment or the assessment office, complete the following items: 1. What learning outcomes (knowledge and skills) are graduates expected to demonstrate? 2. When and how does the institution plan to assess student learning? Institutions may include a curriculum map for all core and required courses.

- What employment skills 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.

- Indicate whether student enrollment in the program will increase as a result of the added or changed degree designation. If an increase is anticipated, how many students are expected? Are sufficient faculty resources available?

- Indicate if student demand was determined. If so, when and how? Describe the results.

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

- Provide narrative and tabular information to address resources. Provide a description of resources (currently available and anticipated) to initiate and operate the program and the sources of funds to provide them. The narrative description should address the following topic categories: full-time faculty,

part-time faculty, and adjunct faculty. Address graduate assistants, classified positions, equipment (including computers), space, special tuition or fee charges*, and other resources (specify), if applicable.

- Include the certification statements: (i) "Cost and Funding Sources to Initiate an Operation the Program" form and (ii) the "Certification Statement(s)" form and if applicable, narrative text.

- Appendix items: sample plan of study, course descriptions, and other support information and documents as needed.

<u>Note:</u>
SCHEV staff's primary considerations when reviewing a technical change to add a new degree designation to an existing degree program are indicated below. The list is not comprehensive, as factors specific to, for example, the discipline, accreditation, or industry requirements may have to be considered. The criteria below are written in terms of adding the Bachelor of Science (BS) to a Bachelor of Arts (BA), however applicable considerations apply, *mutatis mutandis*, to other degree designation additions.

- The degree designations must share a common core as determined by Council (see page 5 of this document).

- Coursework requirements should be additive for the degree designation added. That is, the BS designation generally requires more subject matter content (e.g., in math or science) than the BA designation. This may not necessarily translate into greater total credits required for the core and required coursework, but should translate to higher level subject matter competence, or demonstrably different competencies.

- Generally, six (6) credits of additional coursework in the discipline is acceptable as a minimal difference. That is, the BS requires at least 6 credits more or different coursework in subject matter content that supports the BS designation. More than a 15 credit hour difference may invite questions about the need for such a difference.

- The difference between BA vs. BS requirements should be reflected in the core and required coursework. Differences in curriculum requirements established solely via institution-level graduation requirements should not be the basis for offering two different awards in a single discipline.

- The need for the BS should be expressed in terms of a specific post-graduate opportunity or pathway. For example, the BS may be the default credential for graduate study in the discipline, and the proposed BS curriculum is designed to prepare students for graduate study in the discipline; or, the BS curriculum prepares students for a specific professional occupation better than the BA curriculum would do. The absence of a specific rationale based on such (or similar) post-graduate considerations indicates that there is no reason to have separate BS and BA options.

1. Institution	2. Program Change (Check all that apply): Name ☐ CIP code ☐ Degree/Certificate designation ☐

3. Name, existing program	

4. Degree/certificate designation, existing program	5. CIP code, existing program

6. Last semester and year for granting existing degree/certificate	

7. New program name (if applicable)	

8. Degree designation, add ☐ revised ☐	9. CIP code, revised program

10. Semester and year of initiation, revised program	11. Semester and year of first graduates, revised program

12. Date approved by Board of Visitors	

13. For community colleges: date approved by local board date approved by State Board for Community Colleges	

14. Location of program within institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices).

Department(s) of _____

Division(s) of _____

School(s) or college(s) of _____

Campus(es) or off-campus site(s) _____

15. Name, title, telephone number(s), and email address 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 revision.

C. Procedures and Requirements for Merger of Academic Programs

All requests for merged degree programs must be reviewed and approved by Council. Requests for mergers must be submitted to SCHEV staff <u>at least ninety (90) days prior to the institution's desired initiation </u>date and include information required by SCHEV's policy.

1. **Proposal Format**

   - Complete the SCHEV Merged Academic Degree Program Cover Sheet.

   - Provide a table of contents.

   - Provide a descriptive narrative that addresses item 2iii (see pages 55-56).

   - Complete a SCHEV Summary of Projected Enrollments form.

   - Provide a descriptive narrative that addresses the projected resource needs as detailed in Part V (see page 58).

   - Complete the form, Funds to Initiate and Operate the Degree Program (see page 60).

   - Complete the SCHEV Projected Number of FTE and Other Positions for the Merged Program form.

   - Complete the Certification Statement, signed by the Chief Academic Officer, in Part VI (see page 61).

   - Complete the SCHEV Intent to Discontinue an Academic Program for each degree program (see page 64).

   - See General Requirements for All Documents on page 12 of this document.

2. **Proposal Requirements, Components, and Forms**

   Proposals for merging programs must include eight components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a "Merged Academic Degree Program Cover Sheet"; (iii) a narrative description of the proposed merged program addressing the statements on pages 55-56; (iv) the "Summary of Projected Enrollments in the Proposed Program" form on page 57; (v) detailed narrative text as indicated in the "Projected Resources Needs for the Proposed Program" on page 58; (vi) the "Projected Positions for the Merged Program" table on page 59; (vii) the funds to initiate and operate the degree program and certification statement on pages 60 and 61; (viii) an "Intent to Discontinue an Academic Program" form for each program to be merged (see page 64); and, (ix) a table of contents. SCHEV reserves the right to request additional information if needed.

   #### i) Letter from Chief Academic Officer

   A cover letter signed by the chief academic officer must accompany the program proposal for a merged program. The letter must:

   - indicate the institution's legal name, the nature of the request, the degree designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date.;

   - provide a description of the change and include a description of the proposed merged degree program;

- summarize what is occurring to prompt the merger;

- explain how the merged program will fit with the institution's mission;

- describe the intent to discontinue degree programs and include the degree designation and name for the degree programs. Indicate whether the degree programs are in a critical shortage area;

- describe the institution's commitment to the proposed program in terms of resources (e.g., faculty, financial, and physical resources);

- describe funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it. Indicate new resources and/or cost savings.

- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program proposal.

Note: if the proposed program will be offered jointly or in collaboration with one or more additional institutions (public or private), the chief academic officer(s) of the collaborating institution(s) must also submit a letter of support and explanation.

ii) **Merged Program Proposal Cover Sheet**

The SCHEV Cover Sheet for Merged Academic Degree Program must be used to submit proposals (see below).

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

1. Institution			
2. Degree designation, program name, and CIP code, existing degree program #1			
3. Degree designation, program name, and CIP code, existing degree program #2			
4. Degree designation, program name, and CIP code, all additional existing programs			
5. Last semester/year for granting existing degree program#1	Degree program #2	Degree program #3	All additional programs
6. Degree designation and program name, merged degree program			

7. CIP code, merged program:	8. Semester/year to initiate, merged program
9. Semester/year first graduates, merged program	10. Date approved by Board of Visitors

11. For community colleges:
    date approved by local board _____
    date approved by State Board for Community Colleges _____

12. If existing or merged programs are/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s)

13. Location of program within institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices).
 	
    Department(s) or division of _____
 	
    School(s) or college(s) of _____
 	
    Campus(es) or off-campus site(s) _____

14. Mode(s) of delivery: Face-to-face, traditional _____   Hybrid (both face-to-face and distance) _____   Distance (100% web-based) _____
15. Name, title, telephone number(s), and email address 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 merger.

iii) Narrative Description

Institutions must submit a detailed narrative to address (at minimum) the key questions below. Note**:** The format for the proposal is not bulleted. For a guide with section headings to format the proposal, see the "SCHEV Merger Document Format/Order of Section Headings."

- Provide the institution's legal name, indicate the nature of the request, and the degree designation and program name. Indicate the administrative location (academic units) on campus. Provide the initiation date (semester/year) of the merged degree program.

- What is the purpose of the degree program? Discuss the focus and intent of the program and what knowledge students will gain. What purpose will graduates serve?

- Include a brief history of discipline changes, if applicable.

- Provide a background narrative to succinctly summarize and describe the history of actions taken to determine whether a merger/merged degree program should be requested. The narrative should describe referenced actions in chronological order. If any campus committees approved the merger, committee names and dates of approval should be indicated in each case. **Note:** the background narrative is not the rationale to justify the proposed merger of degree programs. Statements about the rationales or justifications for the proposed merger—including rationales adopted by decision-making committees or other bodies—should be communicated in the "rationale" section of the proposal.

- What are the degree programs to be discontinued? Indicate the program location.

- Provide a description of the curriculum of the new merged degree program. 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.) What is the focus of the curriculum? Institutions are to include the curriculum detailing course information (designator, title, 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). As appendix items, include a sample plan of study by semester for fulltime and part-time students. Include course descriptions for new and existing courses**.**

- With assistance of the institution's assessment office, complete the following items: What learning outcomes (knowledge and skills) are graduates expected to demonstrate? When and how does the institution plan to assess student learning? How does the assessment plan fit into the institution's overall program review? Institutions' may include a curriculum map for all required courses.

- What employment skills/workplace competencies will graduates possess? Note: skills and abilities should be appropriate to the curriculum and degree level of the program.

- What is the rationale for the proposed merger? Why is the merger needed at this time? Include support documentation (e.g., accrediting organization's requirements, industry regulations, licensing board requirements) as an appendix item.

- Is the merged program duplicating existing programs in the state? If so, indicate the institution, the and degree designation and the program name.

- What is the estimated headcount and FTES for students for the merged program? What assumptions are made? If the projected headcount and FTES differ from the historical figures, explain why the change is projected. Are existing faculty resources adequate to support the merged program? Complete the "Summary of Projected Enrollments" form below.

- What are the resources needed to initiate and operate the merged degree program? What are the effects of any projected reallocation or savings of resources, if applicable? Provide narrative and tabular information to address resources for topic categories in v (see page 58). Provide information to address projected positions (see page 59). Complete the Funds to Initiate and Operate the Degree Program form (see page 60). Complete certification statements in vi below (page 60).

Note: requests to merge degree programs should be submitted with the understanding that new state funds will not necessarily be provided to support the merged program.

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iv) Summary of Projected Enrollment in the Merged Program

Complete and submit the form below.

Instructions:
- Enter the appropriate dates at the top of each column.

- Provide **fall headcount enrollment (HDCT), annual full-time equivalent student (FTES) enrollment** (Round the FTES to the nearest whole number), and **annual number of graduates (GRAD)** expected for each year after the target enrollment year.

- 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 Enrollment 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

v) Projected Resource Needs

    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.

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Projected Positions for the Merged Program

Complete the following table. Fill in the number of FTE and other positions for the merged program.

	Program initiation year 20___ - 20___		Target enrollment year 20___ - 20___	
	Current positions all programs to be merged	**Ongoing and reallocated merged program**	**Added (New)*** merged program**	**Total FTE positions, merged program**
Full-time faculty FTE*				
Part-time faculty FTE**				
Adjunct faculty				
Graduate assistants (HDCT)				
Classified positions				
TOTAL				

* Faculty dedicated to the program.   ** Faculty effort can be in the department or split with another unit.   *** Added **after** initiation year and up through target enrollment year.

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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 Year[1] 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)	$	$

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[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.

vi) Certification Statements

1. A request of any kind will be submitted to the General Assembly for funds to initiate and/or maintain the proposed merged 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. If governing board approval is required, the 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

A. Procedures and Requirements for Intent to Discontinue Academic Programs

- All notifications for closure of academic programs must be submitted to SCHEV. All discontinuances of degree programs must have approval from the institution's Board of Visitors (BOV). Notifications of intent to discontinue degree programs should be submitted to SCHEV <u>prior</u> to the program closure or ceasing student enrollment, particularly programs in critical shortage areas. All documents for an intent to discontinue programs or degree designations must be submitted to SCHEV staff <u>at least ninety (90) days prior</u> to the desired date to initiate teach-out. Requests for the intent to discontinue academic programs must include the information required by SCHEV's policy.

- The termination date for reporting degrees should not exceed seven (7) years beyond the last date for reporting new enrollments.

- An institution seeking to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program), must submit documentation that includes the components noted below. <u>Note</u>**:** SCHEV staff approval is required to remove a degree designation from a program <u>and</u> the request must be submitted **prior** to closing or ceasing student enrollment in the degree designation.

- The intent to discontinue a degree program or a degree designation of a program in a critical shortage area requires additional information to justify closure. If program closure is in a critical shortage area, question #11 on the <u>Intent to Discontinue</u> form must be completed. For teacher education programs, institutions can determine if a program is in a critical shortage area by visiting the Virginia Department of Education's (VDOE's) website. For a list of jobs, trades, and professions for which a high demand for qualified workers exists, institutions can visit the Virginia Employment Commission (VEC) and the United States Department of Labor, Bureau of Labor Statistics (BLS) websites.

B. Specific Instructions for Intent to Discontinue Academic Programs

1. **Document Format**

   - Complete the SCHEV Intent to Discontinue an Academic Program Cover Sheet.

   - Provide a table of contents.

   - Provide a narrative to address item 2iii (see page 65).

   - Insert any support documentation (e.g., charts or cited documents) in a labeled appendix, if appropriate.

   - See General Requirements for All Documents on page 12 of this document.

2. **Proposal Requirements, Components, and Forms**
   Documents for discontinuing programs must include four components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) an "Intent to Discontinue an Academic Program Cover Sheet"; (iii) a narrative description of the discontinuance addressing the statements on page 65; and, (iv) a table of contents. SCHEV reserves the right to request additional information if needed.

i) Letter from Chief Academic Officer

A cover letter signed by the chief academic officer must accompany the request for the intent to discontinue an academic program or a degree program designation. The letter must:

- indicate the institution's legal name, the nature of the request, the degree/certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if it is not required);

- briefly indicate the rationale for the intent to discontinue the academic program or degree designation;

- indicate whether students are enrolled in the program; indicate the teach-out plan, if applicable.

- indicate the institution's plan to address state needs if the program is in a critical shortage area;

- describe the institution's commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources), if applicable;

- describe the resources needed to support the change, if applicable; and

- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the document.

ii) Intent to Discontinue Proposal Cover Sheet

The SCHEV Cover Sheet for Intent to Discontinue an Academic Program must be used to submit proposals (see below).

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Intent to Discontinue an Academic Program Cover Sheet

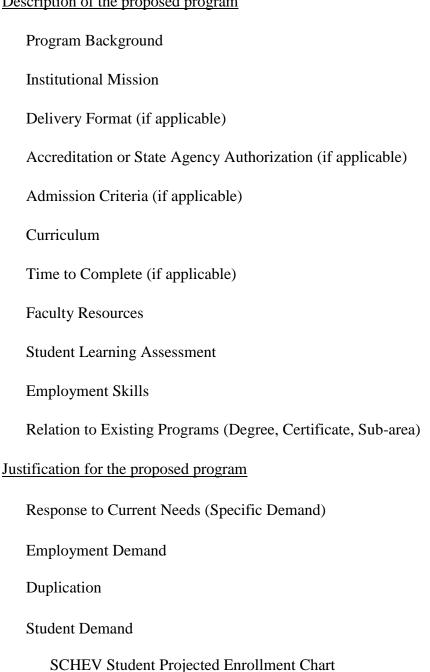|	
1. Institution	2. Type of Program (Check one): Degree program ☐ Certificate program ☐ Degree Designation ☐
3. Program name	
4. Degree/certificate designation	5. CIP code
6. Degree program approval date by Council	
7. Certificate program acknowledgement date by SCHEV	
8. Date (semester/year) beyond which no new enrollments will be accepted:	9. Teach-out date: (semester/year) to (semester/year):
10. Desired termination date for reporting degrees/certificates (semester and year)	11. Date approved by Board of Visitors
12. For community colleges: date approved by local board date approved by State Board for Community Colleges	
13. **For Critical Shortage Area Only.** Check all that apply. Explain in attached narrative ☐ Lack of student demand ☐ Lack of market demand ☐ State-wide public program duplication ☐ Lack of institutional resources ☐ Other	
14. List of constituents impacted by action.	
15. If collaborative or joint program, identify collaborating institution(s). **Note**: Each collaborating institution must submit a separate "Intent to Discontinue" form.	
16. Name, title, telephone number(s), and email address 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 discontinuance.	

iii) Narrative Description

Institutions must submit a detailed narrative to address (at minimum) the key statements below. Note: the format for the proposal is not bulleted. Include appropriate section headings to address each statement.

- Provide the institution's legal name, indicate the nature of the request, the program's degree/certificate designation and name, and the Classification of Instructional Programs (CIP) code. Indicate the administrative location (academic units) on campus.

- Provide a background narrative that includes the certificate/degree designation and program name and SCHEV approved initiation date. Indicate the purpose of the program.

- Succinctly summarize and describe the history of actions taken to determine whether an intent to discontinue should be requested. The narrative should describe referenced actions in chronological order. If any campus committees approved the intent to discontinue, committee names and dates of approval should be indicated in each case. Note: the background narrative is not the rationale to justify the proposed intent to discontinue. Statements about the rationales or justifications for the proposed discontinuance—including rationales adopted by decision-making committees or other bodies—should be communicated in the "rationale" section of the proposal.

- For degree designations, include the curriculum for the existing program and the revised program and explain changes to curricular requirements, if applicable.

- Provide a detailed rationale providing justification for the intent to discontinue the program or degree designation. Why is the change needed at this time? Include support evidence and documentation, as needed.

- For degree programs or degree designations in a critical shortage area, include a detailed explanation for the intent to discontinue the program. What will the institution do to address regional and state need for graduates of such academic programs? Provide support documentation, if needed.

- Indicate whether institutional records show any students are enrolled in the program. If no students are enrolled, indicate such and that no teach-out plan is needed. If students are still enrolled in the program, describe the institution's plans to "teach out" current students. Include the number of students. What is the teach-out date (semester and year to semester and year)? When (semester and year) does the institution anticipate students graduating? Indicate whether faculty are aware of the program closure. What is the impact on faculty positions and faculty?

- Indicate whether institutional records show any students are "stopped-out" of the program. If no students are stopped-out, indicate such and that no notification plan is needed. If institutional records show students are stopped-out, describe the plan to ensure students are notified of the intent to discontinue the degree or certificate program or degree designation. What is the plan to ensure students have the opportunity to complete the degree or certificate program or degree designation?

Format/Order of section headings for degree program proposals submitted to SCHEV

Note: This outline is provided for convenience and guidance in formatting program proposals submitted to the State Council. All section headings are not included and program proposals may include additional headings and sections. Section headings should be maintained (text and order) as indicated. Specific requirements regarding format and content can be found on pages 21-35 of this document, the official "Academic Programs at Public Institutions: Policies and Procedures for Program Approvals and Changes."

<u>Description of the proposed program</u>

    Program Background

    Institutional Mission

    Delivery Format (if applicable)

    Accreditation or State Agency Authorization (if applicable)

    Admission Criteria (if applicable)

    Curriculum

    Time to Complete (if applicable)

    Faculty Resources

    Student Learning Assessment

    Employment Skills

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

<u>Justification for the proposed program</u>

    Response to Current Needs (Specific Demand)

    Employment Demand

    Duplication

    Student Demand

        SCHEV Student Projected Enrollment Chart

Projected resources for the proposed program

Resources Needs: Narrative explanation of resource needs to initiate and operate the degree program

Cost and Funding Sources to Initiate an Operation the Program form

Certification Statement(s) form and, if applicable, narrative text.

Appendices

Note: the cover page for the appendix section is the last numbered page of the primary document. Appendix items are generally provided in the same order as information is presented in the primary document. The appendix is paginated separately from the primary document. Use titled cover pages for each appendix section and/or distinct pagination for each section (e.g., A-1, B-1, C-1, etcetera). A cover page should be used for sections containing original documents (e.g., letters of support, employment announcements, student or employer surveys, publications or documents from organizations) to eliminate text typed on the original document.