**SCHEV Degree and Certificate Proposal Process**

All new programs or substantial changes to existing programs require approval by the president and the Board of Visitors (BOV). New and spin-off programs or certificates must address a need in the Commonwealth, region or nation, and have viability and quality in order to receive approval by the university, the BoV, SCHEV, and SACSCOC.

According to ODU’s Undergraduate and Graduate Curriculum Manuals faculty must follow internal and external processes in order to have new and spin-off programs or certificates approved by SCHEV and, if applicable, SACSCOC. Communication between SCHEV and ODU generally runs through the SCHEV Liaison and communication between SACSCOC and ODU must be through the SACSCOC Liaison. Please note that updates forms and SCHEV polices are posted on the Office of Institution Effectiveness and Assessment’s website: <https://www.odu.edu/assessment/schev>

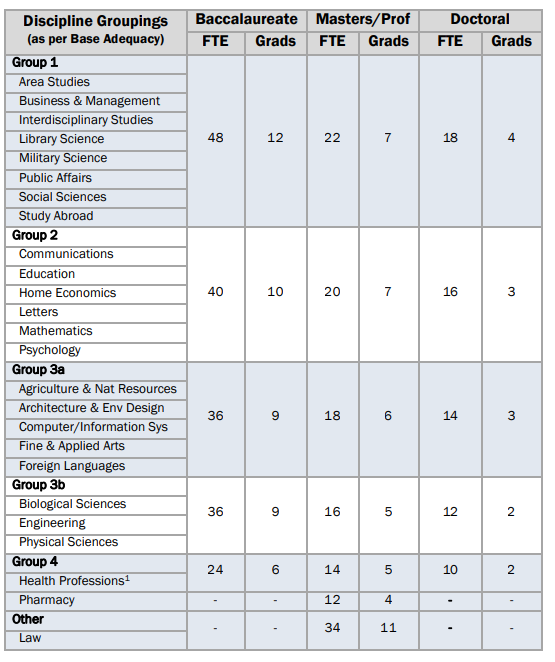
There are 3 stages to the SCHEV new and spin-off programs or certificates process. Programs should work closely with the SCHEV liaison during each phase to ensure the appropriate information is gathered and deadlines are met:

1. Exploratory Phase (certificates and degree programs) – in this phase, several questions about viability and uniqueness should be explored to determine the need for the proposed program or certificate. Exploratory proposals will be reviewed by department faculty, committees, and deans, as well as the SCHEV Liaison, Graduate School or Undergraduate Studies representative, the Vice Provost for Academic Affairs, and the Provost to determine program viability.
2. Pre-proposal Phase (degrees only) – once program viability and need are established, programs will adhere to internal processes for curricular revision and complete ODU’s curricular approval form. Programs will complete the *SCHEV Program Announcement* form by gathering information about the curriculum, student learning outcomes, workplace competencies, projected labor demands, duplication with other programs in the state, and projected resources needed. Part 1 of a 2-part SCHEV approval process. Program announcements are due to SCHEV September 1 for May approval (fall start date) and March 1 for October approval (spring start date). Program Announcement forms should be submitted to the SCHEV Liaison no later than July 15 for September 1 submission and January 15 for March 1 submission.
3. Proposal Development Phase (degrees only, SCHEV has rolling deadlines for certificates) – once SCHEV approves the Program Announcement at the September or March Council meeting, programs will complete the SCHEV Full Proposal form and provide a description of the program, gather evidence to justify the program, present projected enrollment, and identify program resource needs. Full Program Proposals are due to SCHEV December 15 for May approval (fall start date) and June 1 for October approval (spring start date). Program proposals should be submitted to the SCHEV Liaison no later than November 1 for December 15 submission and April 15 for June 1 submission.

**Exploratory Phase:**

Department and faculty who are considering developing a new degree or certificate program should address the following areas to determine program viability, quality, and need (maximum 3 pages). Priority will be given to programs that help ODU achieve SCHEV’s STEM-H and Education metrics or were outlined in ODU’s 6-year plan submitted to SCHEV Fall 2019.

* Why is this program needed? Is there a discipline, local, state, national or international need for this program? What gap does it fill?
* What evidence supports the need for this program (e.g. accreditation standards, employer or student demand, department review information, assessment data, etc.)?
* How will the program be initiated and sustained with current funding levels?
* What knowledge, skills, or abilities will students gain from the program curriculum? Please provide a brief overview of student learning outcomes and courses. Indicate if there will be new courses developed for this program. A proposed curriculum map or a sample plan of study should also be presented.
* Please describe the job outlook for students who receive this degree or certificate. Provide information that there are sufficient employment opportunities for students.
* Is there sufficient student demand? Please use SCHEV’s formula for calculating program viability and the chart below to determine viability metrics\* (See SCHEV’s Policy on Program Productivity for more details):
  + Formula for Graduates: ([Student/faculty ratio] X [number of FTEF=2]) ÷ (number of years to complete the degree) = minimum # of graduates per year.
    - Variables:
      * Student/faculty ratio—derived from the base adequacy policy (baccalaureate 24; masters/professional 11; doctoral 9)
      * Number of FTEF—two faculty full-time equivalent faculty assumed per program. Full-time refers to the amount of time faculty dedicates to teaching courses in the program. If a faculty member has a 3-3 load and teaches more than half of their teaching load (e.g. 3 or more courses) in the program, then they are considered full-time.
      * Number of years to complete the degree—baccalaureate (4); masters/professional (3); doctoral (5)
    - Examples:
      * Bachelor’s degree in Business: 24 Students/Faculty X 2 FTEF ÷ 4 years = 12 graduates per year
      * Master’s degree in Business: 11 Students/Faculty X 2 FTEF ÷ 3 years = 7 graduates per year
      * Doctorate in Business: 9 Students/Faculty X 2 FTEF ÷ 5 years = 4 graduates per year
  + Formula for FTE enrollment
    - ([Student/faculty ratio] X [number of FTEF=2]) = FTE enrollment.

Minimum SCHEV Viability Standards\*:

\* Note: these are SCHEV’s minimum standards to demonstrate viability. Programs should seek to significantly exceed these minimum metrics.

**Pre-proposal Phase:**

**State Council of Higher Education for Virginia**

***Program Announcement Form***

**I. Basic Program Information**

|  |  |
| --- | --- |
| Institution (official name) |  |
| Degree Program Designation |  |
| Degree Program Name/Title |  |
| CIP code |  |
| Anticipated Initiation Date |  |
| Governing Board Approval Date (actual or anticipated) |  |

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

* Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
* Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
* Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
* Total credit hours for the curriculum/degree program.

|  |
| --- |
|  |

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

|  |
| --- |
|  |

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

|  |
| --- |
|  |

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

| **Institution** | **Program degree designation, name, and CIP code** | **Degrees granted (most recent 5-yr average)** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Occupation | Base Year Employment | Projected Employment | Total % Change and #’s | Typical Entry Level Education |
|  |  |  |  |  |
|  |  |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Occupation | Base Year Employment | Projected Employment | Total % change and #’s | Annual Change | Education |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**VII. Projected Resource Needs**

| **Cost and Funding Sources to Initiate and Operate the Program** | | | |
| --- | --- | --- | --- |
| **Informational Category** | | **Program Initiation Year**  **20\_\_ - 20\_\_** | **Program Full Enrollment Year[[1]](#footnote-1)**  **20\_\_ - 20\_\_** |
| 1. | Projected Enrollment (Headcount) |  |  |
| 2. | Projected Enrollment (FTE) |  |  |
| 3. | Estimated Tuition and E&G Fees |  |  |
| 4. | Projected Revenue from Tuition and E&G Fees | $ | $ |
| 5. | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | $ | $ |

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

|  |
| --- |
|  |

**Proposal Development Phase:**

***State Council of Higher Education for Virginia***

***Part I: Description of Proposed Program***

**A. Program Background**

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

Components of an effective response

* Degree program, administrative location (academic units) on campus, and initiation date.
* The purpose of the program is clearly described, including the specific skills and knowledge that will be imparted to students.
* Employment for which graduates will be prepared is clearly and accurately described.
* The evolution of the discipline both in general and on campus is clearly described.
* Planning for the 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/title, 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?

Components of an effective response

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

Provide Appendices

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

**I. Student Learning Assessment**

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

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

Components of an effective response

* Learning outcomes are appropriately related to the discipline, degree level, and degree designation (if applicable) of the program.
* There is evidence that program faculty have been engaged in selection of assessment methods, and have chosen those methods for the purpose of receiving information that can be used to improve instruction.
* The program and/or institution has a deliberate process for using assessment results for program improvement that goes beyond saying simply that ‘results will be provided to faculty.’
* Learning outcomes for sub areas are indicated separately from learning outcomes for core and required coursework.
* A curriculum map of learning outcomes for core and required coursework is provided. (Sub areas are not included in the curriculum map.)

Provide Appendices

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

**J. Employment Skills**

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

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

Components of an effective response

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

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

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

Components of an effective response

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

***Part II: Justification for the Proposed Program***

**A. Response to Current Needs**

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

Components of an effective response

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

Provide Appendices

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

**B. Employment Demand**

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Occupation Title | Base Year Employment | Projected Employment | Total % Change and #’s | Typical Entry Level Education |
|  |  |  |  |  |
|  |  |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Occupation Title | Base Year Employment | Projected Employment | Total % change and #’s | Annual Change | Education |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Components of an effective response

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

Provide Appendices

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

**C. Duplication**

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

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

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

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

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

Information to address: Explain how there is need for more graduates in the discipline and at the level being proposed. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to VEC information adduced in the Employment Demand section. In case of concerns from institutions already offering similar degree programs, explain whether and how those concerns should be answered.

For each existing degree program at the same level and with the same CIP code as the proposed degree program, provide a brief description comparing the similarities and differences of the existing degree program and the proposed degree program.

**Description of Comparable Degree Programs**

| Institution Name | Program Degree Designation and Name/Title | Focus/Purpose | Core and Required Coursework | Sub Areas, Location or Deliver format |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

For each existing degree program at the same level and with the same CIP code 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 |  |  |  |  |  |

Components of an effective response

* The response addresses directly and with evidence the need for additional degree production in the discipline and at the level being proposed, beyond degree production of existing programs at Virginia public institutions.
* Any concerns, arguments, or critiques offered by other institutions are answered with a factual evidence-based response to support the addition of another degree program in the discipline and at the level being proposed.
* Brief descriptions of similarities and differences address only: program focus/purpose, core and required coursework and if applicable, sub areas, location, and delivery format.
* Provide a citation for enrollment and degrees awarded from SCHEV’s website.

Provide Appendix.

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

**D. Student Demand**

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

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

Components of an effective response

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

Provide Appendix.

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

***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 (seethe [Virginia Public Higher Education Policy on Program Productivity](https://schev.edu/docs/default-source/institution-section/GuidancePolicy/policies-and-guidelines/program-productivity-policy-(review-of-academic-programs-viability).pdf)). 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.

**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[[2]](#footnote-2) other resources (specify)

**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.*

| **Cost and Funding Sources to Initiate and Operate the Program** | | | |
| --- | --- | --- | --- |
| **Informational Category** | | **Program Initiation Year**  **20\_\_ - 20\_\_** | **Program Full Enrollment Year**[[3]](#footnote-3)  **20\_\_ - 20\_\_** |
| 1. | Projected Enrollment (Headcount) |  |  |
| 2. | Projected Enrollment (FTE) |  |  |
| 3. | Estimated Tuition and E&G Fees for Students in the Proposed Program |  |  |
| 4. | Projected Revenue from Tuition and E&G Fees Due to the Proposed Program | $ | $ |
| 5. | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | $ | $ |

1. For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3. [↑](#footnote-ref-1)
2. Indicate whether there are any tuition and/or E&G fees specific to the program or academic unit within which the program is housed. [↑](#footnote-ref-2)
3. 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. [↑](#footnote-ref-3)