

## SCHEV Proposal Guidelines

This document is intended to serve as a guide for individuals preparing SCHEV proposals for new degree programs. New certificates deal with only a subset of these requirements. While the guidelines detail content that must be included in proposals, it is not intended to be comprehensive. At any time, SCHEV may request clarification of proposal content. In addition, SCHEV may request information beyond that included in the guidelines.

Throughout the process, all communication with SCHEV must go through the SCHEV liaison (David Shoenthal).

Note the following:

- The curriculum sits at the center of the proposal. The sections that precede it (background, mission) set up the description of the curriculum.
- SCHEV staff and Council members do not know your discipline.
- The CIP code is based on the curriculum content and must be acceptable to SCHEV.
  - Browse or search CIP codes at [the NCES site](#). Be sure to use 2020 CIP codes.
  - View CIP codes of degrees at Longwood and other SCHEV institutions at [the SCHEV Research site under Degree Inventories](#).
  - The SCHEV liaison will set up a phone conversation with Dr. Monica Osei regarding the CIP code early in the process.
- The proposal justifies the degree, not the curriculum. SCHEV wants to know that graduates of the program will find jobs with the degree, which has been vetted by faculty and approved by the BOV.
- Terminology related to jobs for graduates of the program should be consistent throughout the proposal, reflective of the types of positions associated with the relevant **SOC codes**, and used in the job ads.
- Proposal presentation to SCHEV occurs in two stages – a program announcement to SCHEV at one of two designated times, followed months later by a program presentation. Both presentations typically are given to the Academic Affairs Committee of SCHEV. Information required for the program announcement is noted in the following document. Primary information for the SCHEV presentation should be drawn from the Background, Curriculum, Specific Demand, and Employment Demand sections.
- Please use any Word templates or samples provided by the Office of Accreditation and Compliance (OAC). The table of contents will be generated based on the heading styles in the template.
- The OAC has sample program proposals provided by SCHEV. Do not use a single proposal from Longwood or another institution as a guiding example – the appropriateness of sections may vary within the same proposal.
- The OAC will complete the cover sheet using the required SCHEV form and will provide other forms of assistance.

Each proposal section provides a description of the **Content**, including the approximate length, questions to consider, and instructions for accessing external data sources, and a **Required Checklist** showing specific elements that must be included.

*NOTE: This document is based on and incorporates guidelines in the 2023 SCHEV policy for approval of academic program actions at public institutions, the 2016 guidance template developed by George Mason University, and notes from discussions with SCHEV staff.*

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## Description of the Proposed Program

### **Program Background**

#### *Content*

In one to two pages, provide an overview/background of the proposed program, including: What is the purpose of the program? The purpose as stated here should be specific to this degree program, and should be outside the scope of any other degree.

How will the program benefit graduates? How will they be prepared to serve the community and/or the job market? What skills and abilities will graduates have to address stated industry issues and challenges?

What prompted the development of the program? Describe the status of the field and/or evolution of the discipline in terms that warrant a new degree program.

Note if the degree is emerging, innovative, or interdisciplinary.

This is NOT an executive summary. Think of it as the skeleton that provides a frame for the entire proposal. Focus on the purpose of the program in relation to the kinds of graduates the program will produce and the need for the degree. Please do not summarize curriculum or other specific program components. It is best to write this section last.

#### **Required Checklist**

- ✓ First paragraph: See wording in template for stating the type of degree (BA, MS, etc.) and title of degree program (major), sponsoring unit, including college, department, and/or program, location, implementation date (semester and year)
- ✓ Second paragraph:
  - The purpose of the proposed program is ...
  - The degree program will prepare students to ... (do what specific jobs)
  - The program will expose students to ... (specific skills and/or knowledge)
  - The program will address .... (specific needs or issues)
- ✓ Third paragraph:
  - Status of field and/or discipline that warrants a new degree program
  - Note if the program is emerging, cutting edge, or interdisciplinary
  - Description of the program area
  - Brief history of the evolution of the discipline, if needed.

### **Institutional Mission**

#### *Content*

In one or two paragraphs, describe the relationship of the proposed program to Longwood's mission. Is the program part of Longwood's most recent six-year plan?

#### **Required Checklist**

- ✓ First paragraph: See template for quote of Longwood's mission in its entirety (no footnote needed)
- ✓ Second paragraph: Demonstrate how the proposed program aligns with Longwood's mission, directly quoting from the mission. Describe whether the program is included in Longwood's most recent six-year plan and/or performance agreement.

**Delivery Format** (if applicable)***Content***

In one or two paragraphs, describe any variation of online or electronic delivery of all or part of the curriculum, including plan, courses, and available resources. Indicate whether delivery will be synchronous or asynchronous. Indicate all platform(s) to be used. Indicate if courses in the program's core will be offered only in online or hybrid format. If the program will be offered in traditional face-to-face format in its entirety but will also offer some courses in online or hybrid format, state this.

*This section is omitted if none of the courses are to be delivered in online or hybrid format at the time of implementation.*

***Required Checklist***

- ✓ Documentation that Longwood has an established logistical framework for offering distance education.
- ✓ Description of online delivery, including plan, courses, available resources for students, and platforms used.
- ✓ Faculty preparation for online delivery, including required training (LOTI) and credentials.

**Program Accreditation** (if applicable)***Content***

In one or two paragraphs, describe how and when the degree program will seek accreditation. Consider an **appendix** with the curricular requirements of accrediting body/state agency, e.g. required credit hours, required courses (optional), etc.

*This section is omitted if the department does not intend to seek program accreditation.*

***Required Checklist***

- ✓ Full name of accrediting body
- ✓ Month and year in which program accreditation will be sought, as well as actions and deliverables
- ✓ Semester and year in which full accreditation decision will be rendered
- ✓ Curricular requirements of accrediting agency (e.g., required credit hours, required courses (optional))

**State Agency Authorization** (if applicable)***Content***

In one paragraph, indicate any state licensure regulations or requirements (e.g., Virginia Department of Education, Virginia Board of Nursing) that must be met.

*This section is omitted if no approval by a state licensing agency is required.*

***Required Checklist***

- ✓ Full name of licensing agency
- ✓ Process for seeking authorization
- ✓ Timeline for seeking licensure approval (or dates of current and next approval for expansion of existing programs)

### **Admission Criteria** (if applicable)

#### ***Content***

In two to three paragraphs, provide specific additional admissions criteria for the program, if they go beyond the general Longwood admissions requirements. Address how transfer credit will be handled for program requirements; if there are limitations on transferability, provide a rationale. Indicate if admission is competitive.

Use bullets to state each criterion. For quantitative measures (e.g., standardized tests, GPA), indicate the minimum required for admission. If there is no minimum, state that no minimum is required and provide a mid-range or percentile range. If letters of recommendation are required, indicate how many and from whom.

*If the program does not have specific admissions criteria beyond the general requirements for admission to Longwood, this section is omitted.*

#### ***Required Checklist***

- ✓ Admission requirements to Longwood (a sample will have wording)
- ✓ Admission to the degree program
  - Indicate additional criteria from general admission in a bulleted list, including:
    - Application materials (e.g. transcripts, standardized tests, letters of recommendation, (if letters are required from specific individuals please specify) writing sample, etc.)
    - Qualifications (e.g. minimum GPA, minimum percentile on standardized tests, academic degrees, experiences, special considerations, etc.)
    - Demonstrate how additional criteria are related to target student population, program demand, and/or likely student success.
    - If there are no minimum scores, state “no minimum \_\_\_\_\_ score is required.”
- ✓ Transfer credit
  - Indicate if transfer credits will be allowed and the number of credits that will be allowed to count toward to the degree program. Indicate if transfer credit (and the amount) will be counted toward core or required courses. If not, indicate such with a rationale.

### **Curriculum**

#### ***Content***

A briefer version of this information will appear in the Program Announcement.

This section provides a detailed review of the curriculum, including the general education requirements for undergraduate degree programs. Per SCHEV policy, program curricula must share a common core of courses. Concentrations or tracks should require fewer credits than the

core – the branches cannot be bigger than the trunk. The common core requirements are as follows:

Bachelor’s degrees – 25 percent of total credit hours required for the degree, excluding the general education core.

Master’s degrees – 50 percent of total credit hours required for the degree.

The curriculum section is the heart of the proposal and must connect to the rest of the document. It must clearly indicate what happens if a student fails a major component such as an internship, thesis, competency exam, or capstone. SCHEV will refer to this section if a student files a complaint. Strong educational justification must be provided for requiring more than 120 credits for a baccalaureate degree.

In two to four pages, address the following:

Summarize core and required courses.

Describe the focus and strengths of the core curriculum.

Summarize the purpose of each concentration or track, experiential learning, and capstone requirement.

Do not list specific courses in the narrative.

Limit the first narrative paragraphs to one page or less.

See the template for how to list the program requirements.

Be sure the credits in the description, program requirements, and sample plans of study are consistent and add up to the same total.

### ***Required Checklist***

- ✓ First paragraph: Basic curriculum information
  - Full name of the degree program and total credit hours required for the degree
  - Whether a graduate program is thesis or non-thesis
  - Focus and intent of the core curriculum in a single sentence
- ✓ Second paragraph: Specifics about focus and intent of curriculum
  - Unique features or particular strengths of the core curriculum in a single sentence
  - Knowledge derived from core coursework
  - Knowledge derived from other required courses if required for all students
- ✓ Third paragraph: Concentrations or special areas offered (if applicable)
  - Additional knowledge and skills provided to students
  - Purpose and relationship to core curriculum
- ✓ Fourth paragraph: Capstone projects or Experiential learning (if applicable)
  - Type of experiential learning (e.g., directed teaching, internship, clinical internship, etc.)
  - Knowledge and skills provided to students
  - Purpose and relationship to core curriculum
  - Deliverables and time requirements
  - How student failure will be addressed
- ✓ Fifth paragraph: If the curriculum is designed to meet curricular requirements or standards of an accrediting agency, e.g. required credit hours, required courses (optional), etc., name the agency and indicate that the curriculum will meet the requirements or standards.
- ✓ Sixth paragraph: Indicate the number of new courses developed the program.

- ✓ **Program Requirements** (Section Sub-Heading): This is similar to what will appear in the catalog but is NOT a direct cut and paste. Course information must include the course subject and number, course title, and credit hour value. Use an asterisk to indicate which courses are new. Indicate which courses, if any, are delivered in online or hybrid format. **Use the following divisions.** Indicate the number of credits for each section and give a one or two sentence description for each section before listing the specific courses.
  - GENERAL EDUCATION REQUIREMENTS (list the area and credits required for each)
  - ADDITIONAL DEGREE REQUIREMENTS (for undergraduate)
  - CORE REQUIREMENTS
  - RESTRICTED ELECTIVES (for all students)
  - OTHER REQUIRED COURSES (for all students)
    - Experiential Learning Requirements
    - Thesis Requirements
  - CONCENTRATION REQUIREMENTS (if restricted electives differ by concentration, include them here)
  - GENERAL ELECTIVES (state any criteria, such as subject area or level)
  - TOTAL CREDIT HOURS
- ✓ **Field-Based Learning Requirements** (Section Sub-Heading): Provide more detailed information about experiential learning. If different for each concentration, use subheadings for each. Include the following:
  - When it occurs based on credit hours completed, not a semester
  - Clock hours required
  - Whether the student can repeat in case of failure and criteria for repeating
  - Any unique aspects of the experiential learning
- ✓ **SCHEV Degree Program Requirements** (Section Sub-Heading, if applicable): Provide a justification for exceeding 120 credit hours for an undergraduate degree. Include the following:
  - Reason for exceeding (e.g., VDOE requirement for licensure, single course)
  - Statement that this will not impede a timely graduation or time to graduation.
- ✓ **Appendix** – Sample Plans of Study by year and semester (required)
- ✓ **Appendix** – Course Descriptions of new and existing (core and required) courses (required)
- ✓ **Appendix** – Practicum/Internship/Experiential Sites (if applicable)
- ✓ **Appendix** – Accrediting Body Curriculum Requirements (if applicable)

### **Time to Degree** (if applicable)

In one or two paragraphs, indicate how long it will (typically) take full-time and part-time students to complete the program. This section must be included if the program is designed to be offered in a non-standard format.

*This section is omitted for bachelor's and master's programs that do not exceed SCHEV's maximum total.*

### **Required Checklist**

- ✓ How is the program designed (e.g., full-time/part-time only, cohort)
- ✓ Time to degree in years for full-time and part-time students

- ✓ Indicate whether summer is included or required
- ✓ Make sure this matches both sample plan of study and projected enrollment

## Faculty Resources

### *Content*

In one page or less, provide a brief overview of the depth and breadth of faculty involved with the program. Most importantly, describe the full-time faculty committed to the program, particularly those involved with the coursework required of all students. In all cases, indicate the number of people and then translate into FTE. Avoid using the word “full-time” because it has different meanings at different institutions. Do not include names of faculty.

How many adjunct faculty (if applicable) will support the core and what credentials will be required?

### *Required Checklist*

- ✓ First paragraph: Name of the department and the number of faculty **in the department** who will be utilized to teach the core curriculum, restricted electives, and other courses required for all majors. Describe the breadth and depth of their credentials, including things such as collective years of experience and distinctive qualifications such as “shining stars” or “known for excellent research.” If faculty teaching in the core will also be teaching in the concentrations, make this clear.
- ✓ Second paragraph: Number of faculty **from other departments** will be teaching core or required restricted electives. If more than one department, cover each department in its own sentence. Make a general statement about their credentials.
- ✓ Third paragraph (if applicable): Number of **new** faculty who will be hired to support the core and the credentials required for each expected new hire.
- ✓ Fourth paragraph (if applicable): Number of **adjunct** faculty who will be hired to support the core and the expected credentials.
- ✓ Number and description of faculty must be consistent with statements in Projected Resource Needs section narrative and tables.
- ✓ **Appendix** – Abbreviated CVs for faculty teaching core and required courses, including name, degree program designation and program name, graduating institution and year, rank, and specialization. (required)

## Student Learning Assessment

### *Content*

A briefer version of this information will appear in the Program Announcement.

In two to three pages, describe the assessment methods that will be used and list the student learning outcomes (SLOs) for all graduates and for each concentration or track. For each SLO, indicate the assessment methodology as well as when and how you will assess student learning. A Curriculum Map **appendix** is highly recommended to provide a comprehensive picture of what assessments occur when in relation to the SLOs for the core courses.

The listed SLOs typically should become those recorded in Watermark and assessed for all graduates. You may list them in bulleted format. Each concentration or track must have its own



additional unique learning outcomes, distinct from and fewer than the SLOs for all graduates. Use consistent short names for SLOs throughout the narrative and in the appendices. You may create a separate subsection to cover assessment of SLOs if desired. Note that SLOs should be written in specific, measurable terms using terms/verbs that demonstrate various levels of knowledge (e.g., as indicated in Bloom’s taxonomy) and that course grades are not an appropriate measure of student learning. Both formative and summative assessment techniques should be included for each core outcome. *AIR should review this section.*

### ***Required Checklist***

- ✓ **First paragraph:** Summarize the assessment methods that will be used. Describe value-added assessment tools, if applicable. Discuss how capstone projects and required experiential learning (if applicable) will be used to assess student learning. How were these methods chosen? It is not necessary to mention specific courses in this section.
- ✓ **Second paragraph:** Describe how assessment results will be used to improve the program. Describe processes for incorporating assessment results into curriculum reform, program review, and budget reallocations and planning. Provide some detail that uses the institutional assessment process/timeline.
- ✓ **Student Learning Outcomes** (Section Sub-Heading): SLOs, assessment methodology and timeframe for assessment for all graduates and for each concentration or track.
- ✓ A table with a curriculum map is needed for the core SLOs, with outcomes in the first column and methodology and timing in the second column, including formative and summative assessments.
- ✓ If the program is accredited, indicate the next self-study year.
- ✓ If the program is not accredited, indicate the year when the first program review will occur.
- ✓ **Appendix** – Curriculum Map
- ✓ **Appendix** – Accrediting Body/State Agency SLO Requirements (if applicable)

### **Employment Skills**

A version of this information will appear in the Program Announcement.

Use the employment announcements, collected for the Employment Demand **appendix**, to identify necessary competencies and skills. These are not the same as the learning outcomes but should be related to the SLOs and appropriate to the curriculum, degree level, and anticipated occupations of the program. Look for strong “be able to” and action verbs that represent the specific competencies/skills that all program graduates will possess and be able to do on the job. Each concentration or track must have its own unique workplace competencies, distinct from and fewer than the workplace competencies for all graduates.

### ***Required Checklist***

- ✓ Bulleted list of skills and competencies for all graduates
- ✓ Bulleted list of skills and competencies for each concentration or track

### **Expansion of Existing Sub Area Programs** (if applicable)

If the program is an expansion of an existing certificate, concentration, track, or minor, discuss what occurred that indicates a need to elevate to a stand-alone degree program. Address each reason in a separate paragraph. Possible reasons include:

Enrollment growth (be brief – don't go into too much history)  
 Need for more coursework at address the discipline or graduates' preparedness for employment than what is possible within the concentration alone  
 Sub area has developed and the title of the parent degree program is no longer appropriate  
 Student demand for a stand-alone program (save numbers for Student Demand section)  
 National standards or accrediting body requirements

*This section is omitted if the proposal is not an expansion.*

**Required Checklist**

- ✓ Degree, name and location of similar or related existing degree programs (including if expansion).
- ✓ Length of time the existing program/sub area has been offered.
- ✓ Similarities and differences in the curriculum of the proposed and existing programs
- ✓ Impact of proposed program on existing degree program(s)
- ✓ Statement about whether the proposed program will compromise or result in the closure of an existing degree program
- ✓ Reasons for expansion to a stand-alone degree program (separate paragraph for each reason)
- ✓ Courses or faculty that will be added
- ✓ Last paragraph: Closure of existing sub area as result of approval of the proposed program

**Relationship to Existing Degree Programs (if applicable)**

**Content**

In two or three paragraphs, describe how the proposed program is similar or related to existing Longwood degree programs at the same level. The main issue here is duplication at the institution level (as opposed to duplication in the state).

*This section is omitted if there is not any relationship to existing degree programs at the same level.*

**Required Checklist**

- ✓ Indicate the degree designation, degree title, and location (college and department) of the similar or related degree program(s).
- ✓ What are the similarities and differences between the curriculum of the proposed degree program and the existing program?
- ✓ Will the proposed program operate without compromising existing degree programs that are similar or related?
- ✓ What is the impact of the proposed program's initiation and continuing operation on the similar or related existing program(s) (including, potentially, closure)?
- ✓ Comparison should center on the focus/purpose of the degree; the core and required coursework, noting sub-areas, if applicable; and the knowledge and skills of graduates.

## **Effect on Existing Degree Programs**

### ***Content***

In two or three paragraphs, describe how the proposed program will affect other existing Longwood degree programs at the same level. The main issue here is resource management (as opposed to duplication in the previous section).

### ***Required Checklist***

- ✓ A statement indicating whether the proposed degree program will affect any existing degree program offered by the institution.
- ✓ How will the proposed degree program affect resources available to existing degree programs in the academic unit where the proposed degree program will be housed?
- ✓ How will the proposed degree program affect student enrollment in any existing degree programs, either in the academic unit or at Longwood?
- ✓ Will any degree program(s) close as a result of the initiation and operation of the proposed program?

## Justification for Proposed Program

### **Response to Current Needs (Specific Demand)**

#### *Content*

A briefer version of this information will appear in the Program Announcement.

In three to five pages, articulate the justification for the program and how it responds to current local, state, regional, national, and/or international needs, including quotes (with citations) where appropriate. This section expands on the general information provided in the Program Background section. It is best to approach this section as one would approach the justification for a grant proposal. The goal is to convince the reader that the specific program in this discipline and at this degree level responds to an existing or emerging need.

Address each reason for initiating the degree program at this time in a separate paragraph or subsection. Use cardinal references (first, second, third) or subheadings to provide structure. Consider the following:

- What is occurring in the discipline and/or society that warrants/indicates a demonstrated need for the proposed degree program at the proposed level?
- What is going on now that demonstrates pre-employment demand?
- What is happening in Virginia, the nation and/or the world that indicates a need for the program?
- Is there a need for more graduates at the proposed program level in Virginia or the nation?
- What evidence demonstrates that the Commonwealth needs this degree program or will need it in the future (visionary) to address emerging disciplines, industry, etc.?
- How will graduates of Longwood’s program meet the needs described?
- What evidence demonstrates that the degree program at the proposed level responds to an existing or emerging need?

Include cited objective evidence that there is a need for the degree and the kind of graduate your program will produce that cannot be met by graduates of other programs. Provide detailed, objective documentation and verification of the need for the degree program at the proposed level. Use direct quotes to support your assertions - do not paraphrase. **The relationship between the citation and the proposed program should be clear.**

Use multiple distinctive sources of evidence from national and/or international publications (within the last 7 to 10 years). Using Internet sources such as blogs and websites is acceptable. Provide context so that the reputation and authority of the author or source is evident. Include at least five direct quotes that strongly support the need for the program.

In the Word template, use the “Insert Footnote” feature on the References ribbon to add in-text reference numbers and citations. In all cases, provide complete bibliographic information just as you would for a scholarly publication.

End this section by summarizing how the reasons for initiating the degree program tie back to the knowledge, skills and abilities that graduates of the program will possess (without getting into the details of the curriculum).

If applicable and/or desired, include in an **appendix** letters of support from employers. They may be solicited but may NOT be form letters. Do not quote or mention letters of support in the narrative. Letters of support discuss industry needs in relationship to the proposed program and how the program's curriculum would prepare students to meet those needs; they do not make any reference to potential employment at the company or hiring Longwood graduates.

### ***Required Checklist***

- ✓ Strong, objective justification of why the Commonwealth needs this program
- ✓ Multiple references to national and/or international publications within the last 5 to 7 years that address specific events and rationale for the proposed program
- ✓ Clear relationship between direct quotes and assertions/statement about the need for the proposed program at proposed level
- ✓ Footnotes with complete citations in APA style for all referenced information and direct quotes.
  - If a source is publicly available on the Internet, include the following:
    - Title of publication, blog or website
    - Author of source or sponsoring organization of website
    - Date of publication, article or blog post
    - Complete URL that goes directly to the source
    - Date accessed
- ✓ Web URLs go directly to the source, not simply to a web page that references the source
- ✓ Print copies of any sources that are not publicly available on the Internet
- ✓ **Appendix** – Excerpts of publications (articles, books or documents) not available on the internet, particularly when quoted information provides supporting evidence. Be sure that you have a PDF or print copy of the following:
  - Primary reference page (book title page or first page of article)
  - Entire article or book chapter if less than 10 pages in length
  - Page prior to the quote
  - Page of the quote
  - Page after the quote (if applicable)
- ✓ **Appendix** – Letters of support from industry indicating the need for professionals with the knowledge, skills, and abilities of graduates in the proposed degree program. Letters of support should:
  - Be on company letterhead
  - Be signed, showing the person's name and title
  - Be dated within 12 months of submitting the proposal to SCHEV
  - Describe what is happening in the field to create a need for a certain kind of graduates (if applicable)

## **Employment Demand**

### ***Content***

The information in the tables will appear in the Program Announcement.

In two to three pages, articulate how the program will respond to the needs of the labor market, including the current and future demand for graduates of the program. Be specific about the need for graduates at this degree level and discipline. Note the following for the narrative:

- Describe the types of positions for which graduates will be qualified immediately after receiving the degree. For example, “Students in the proposed degree program will be suited for positions as ....” These should relate to the core knowledge, skills, and abilities (rather than concentrations or tracks).
- Discuss any differences between the most recent ten-year employment projections from the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC). If demand for the program is lower than the national BLS average, include a statement such as “Even though the ten-year projection is lower than the BLS national average, there will be jobs because....”
- Avoid repeating in the narrative data that are in the BLS and VEC tables.
- Labor market information and data must be appropriate to the scope of the proposed program.
- Reference workforce development needs and/or shortages in the state, region, and nation if available.
- Include market demand studies and statistics from discipline or industry-based organizations if available.
- It is not necessary to refer to specific job ads and letters of employment demand in the narrative, as these will speak for themselves in the appendices.
- If more than one SOC code applies, talk about each one separately by the position title (do not mention the SOC code in the narrative because it is stated in the table).
- Follow the instructions and checklist for Response to Current Needs for citations.

Use the *Occupational Outlook Handbook* (OOH) to identify appropriate **SOC industry code(s)** and position titles. OOH should indicate that the proposed degree level is required for jobs in the SOC code. If there are multiple concentrations or tracks, include SOC codes appropriate to graduates of each one. Access the OOH at <http://www.bls.gov/ooh/>. Use the Occupation Group, A-Z list, or search box to locate appropriate SOC codes. The entry for a specific SOC code includes multiple tabs; the most useful are Summary, What They Do, How to Become One, and Job Outlook. The URL for the citation must be for the specific tab where the information appears. Do not paraphrase statements from the OOH entries.

Long-term BLS employment projections are found in the Job Outlook tab of the OOH entry. Record in a **table** the following BLS information for each SOC code: Occupation Title, Estimated Employment for current year, Projected Employment for 10 years out, percent of total change over ten-year period, and typical education level for an entry-level position. Footnote each SOC code separately. Also in the Job Outlook tab, note the percent change in employment for all occupations in the graph. Consider how the overall BLS projected growth rate compares to the projections for occupations relevant to the proposed program. A sample table is below and in the Word template for this section.

**Table 2. Labor Market Information: Bureau of Labor and Statistics, 2022-2032 (10-Yr)**

Occupation Title	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Graphic designers	270,900	279,800	3%	Bachelor's degree
Special Effects Artists and	89,300	96,600	8%	Bachelor's degree

Animators				
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Long-term VEC employment projections are accessed through the Virginia Workforce Connection at <https://www.vawc.virginia.gov>.

- Click “LMI Home” in the Wages and Labor Data box.
- Click “Occupational Projections” under Occupations.
- Click “Long-Term Occupational Virginia 2020-2030 Projections.”
- Search for the SOC code used for BLS data.

Record in a **table** the following VEC information for each SOC code: Occupation Title, SOC Code, Estimated Employment for current year, Projected Employment for 10 years out, total employment change over the ten-year period, annual average percent change, and total percent change. Because these data are dynamically generated, it is not possible to provide a URL for a specific SOC code. For the footnote reference, use <https://virginiaworks.com/Occupational-Projections> as the URL. A sample table is below and in the Word template for this section.

**Table 3. Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total Projected Difference	Total Percent Change	Annual Change	Education
Graphic designers	6,091	6,265	174	2.86%	17	Bachelor’s degree
Multimedia artists and animators	1,036	1,059	23	2.22%	2	Bachelor’s degree

The Employment Demand **appendix** must include at least 10 recent job announcements for full-time positions. Job ads may come from professional journals, websites and other sources of information about jobs appropriate to the degree level. Note the following:

- Job ads must be obtained within twelve (12) months of submitting the proposal to SCHEV.
- Some, but not all, should be for jobs in Virginia – aim for at least half in Virginia.
- Job title, duties, education level, location, and date of the announcement must be present.
- Job titles should relate to the occupations referenced in the Employment Demand narrative and in the Background section.
- Look for ads that specifically reference the proposed degree.
  - For undergraduate programs, the relevant bachelor’s degree must be required – it cannot be preferred and it cannot be “or” something else.
  - For graduate programs, some but not all ads can state that the relevant master’s degree is minimum or preferred (rather than required).
  - If the proposed program has concentrations, include some job ads that would be suitable for students who only have the core knowledge, skills and abilities.
  - SCHEV will provide guidance on matching emerging, cutting edge, innovative or interdisciplinary fields to ads whose responsibilities match the program, since it may be difficult to locate ads that reference the specific degree or specific job titles.

- Look for ads where little experience is required – no experience to one year is best. If the program includes a significant internship or clinical experience, two years of experience is acceptable. Job ads that require three or more years of experience are not acceptable.
- Job ads must include the URL stamp and date stamp of the web page. The font must be readable (not too small). Do not try to create a PDF of a web page, or cut and paste text, images or screen captures into Word. The OAC will ensure that job ads are in the required format.
- **As you locate job ads**, send the URL (copy and paste from your web browser) to the OAC via email. Do NOT wait until you have a large number of ads because they might be gone from the web by then.
- It is helpful to keep a list in Word or Excel of all job ads that you may use. Include the following:
  - URL (copy and paste from your web browser)
  - Date of access
  - Company
  - Job title
  - Location (city and state)
  - It is also helpful to record the education requirement and years of experience.
- Draft proposals need only include five or six ads.

If applicable and/or desired, include in an **appendix** 3 to 10 letters of employment demand from prospective employers. Letters may be solicited but may NOT be form letters. Do not quote letters of employment demand in the narrative. Letters should include a statement of need for graduates of the proposed program and potential employment opportunity. Letters of employment demand must:

- Be on company letterhead
- Be dated and signed, showing the person's name and title
- State the need for graduates of such a program
- State potential employment opportunities for graduates
- State a desire to hire graduates of the particular proposed program
- Letters that do not make a specific statement about hiring graduates should be included in the letters of support appendix in the previous section.

### ***Required Checklist***

- ✓ Types of positions for which graduates will be qualified
- ✓ Quotes from the Job Outlook tab of the OOH entries for the relevant SOC codes
- ✓ Discussion of overall BLS projected employment growth rate compared to BLS and VEC
- ✓ Discussion of annual average percent change from VEC for relevant SOC codes
- ✓ 10-year growth projections should meet or exceed the 10-year growth projection for all occupations.
- ✓ **Table** of BLS ten-year employment projections for relevant SOC codes
- ✓ **Table** of VEC ten-year employment projections for relevant SOC codes
- ✓ **Appendix** – Employment Demand
  - Job ads show URL and date stamp that is within six months of submitting the proposal to SCHEV
  - Job ads include job title, education, duties, location and date of announcement
  - Job ads must show employment opportunities in Virginia



- ✓ **Appendix** – Letters of Employment Demand (if applicable and/or desired)
  - Letters are signed and dated on letterhead

**Duplication**

*Content*

The information in the tables will appear in the Program Announcement. The most recent 5-year average of degrees granted per institution is also required for the Program Announcement.

In two to three pages, provide evidence that the proposed program is not unnecessarily duplicative of existing programs at public colleges and universities in the Commonwealth. Do not include private institutions. Use the SCHEV website and the instructions below to identify programs at other public institutions at the **same degree level** that are either **similar** (identical CIP code, identical degree name, produces graduates for the same kind of job) or **related** (different CIP code and/or degree name with core requirements that are related). This section is important for Council approval.

First, look up the CIP code of the proposed program on the CIP user site at [the NCES site](#), being sure to choose 2020 CIP codes. Note the following from the detail view of the CIP code:

- Title of the 6-digit CIP code
- See also references to related CIP codes
- Top level, 2-digit category name in all caps in the Browse section
- Mid-level, 4-digit category name above the program’s 6-digit code in the Browse section

Second, use the SCHEV degree inventory at

[https://research.schev.edu/rdPage.aspx?rdReport=degreeinventory.DegreeInventory\\_SCHEV](https://research.schev.edu/rdPage.aspx?rdReport=degreeinventory.DegreeInventory_SCHEV) to find programs with the same CIP code or a closely related CIP code at the same degree level as the proposed program.

- Under “Degree Inventory by Broad Program and Level,” select the appropriate degree level and the category name for the top level, 2-digit CIP code(s) you identified.
- Under “Degree Inventory by Specific Program,” select the title of the 6-digit CIP code(s) you identified.
- If you know a public 4-year institution with a similar program, select it under “Degree Inventory by Institution” to display all degrees and see what CIP code it uses.

For each similar or related program, record the institution, program name, degree, and 6-digit CIP code. Locate and print the catalog copy of degree requirements for each similar or related program. If the institution has multiple campuses, be sure that you know which ones offer the program.

**Description of Comparable Degree Programs**

Institution Name	Program Degree Designation and Name	Focus/Purpose	Core and Required Coursework	Sub Areas, Location or Delivery format

Start the narrative with a paragraph stating how many public institutions have similar programs or related programs. Note any other distinctions such as first institution to offer the degree, only or one of a few to offer the degree in a specific delivery format, only program in the geographic area. For teacher licensure programs, state the content areas that all degree programs in the state of Virginia must have and that any similar or related programs. For other licensed professions, if certain core degree requirements are set by an external agency, state this.

For each similar or related program, create a subsection with the name of the institution and the name of the degree program (e.g., BS in Exercise Science). If there is only one similar or related program, no subsection is necessary. Discuss separately the similarities and differences between the core curriculum of the proposed program and similar or related program. Do not mention specific courses.

Consider similarities and differences in the following:

- Core courses (content, breadth, emphasis, number of credits)
  - If the similar or related program has significantly more core credits, provide a justification for why the Longwood curriculum is different.
  - For programs where core requirements are set by the state of Virginia or an external agency, state if Longwood offers more in the core than what is required.
  - If the similar or related program is a concentration or track, state this but do not go into detail about differences in concentration requirements – focus on the core.
- Restricted electives (content, emphasis, number of credits)
  - If the proposed program has restricted required electives and the similar or related program does not, state this as a difference.
- Specific requirements such as internships, portfolios, etc. (number of hours, timing, etc.)
- Information specific to location, employment opportunities, and any other resources

In a **table**, show the fall headcount enrollment and number of graduates over the past five years for each similar program. If the years available on the SCHEV website are not the same, use the most recent five years for each one. Provide a citation for the source. A sample table with only one similar program is below. The OAC will generate this table from the list of programs you identify as similar.

**Table 6. Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth**

<b>Enrollment</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Virginia Commonwealth University	233	234	222	231	222
<b>Degrees Awarded</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Virginia Commonwealth University	63	70	66	66	63

The OAC will obtain these data from <http://research.schev.edu/> using the SCHEV reports indicated below:

Enrollments, for the past five years

- Select “Enrollment - Fall Headcount” from the dropdown box at the top.
- Scroll down and select “E16: Fall Headcount Enrollment by Race/Ethnicity, Gender and Program Detail”

- Select the institution
  - Holding down the Ctrl key, select the last five years
  - Leave the category as All Students
  - Select the relevant degree level
  - Select the program name and 6-digit CIP code for that institution
  - Click “Update!” to see the results
  - Use the total number in the far right column
- Degree conferrals, for the past five years
- Select “Degrees Awarded” from the dropdown box at the top.
  - Scroll down and select “C01A2: Completion, Program Detail”
    - Select the institution
    - Holding down the Ctrl key, select the last five years
    - Leave the gender as All Students
    - Leave the desired value as Degrees Only
    - Select the program name and 6-digit CIP code for that institution
    - Click “Update!” to see the results
  - Use the number from the appropriate program level

### ***Required Checklist***

- ✓ First paragraph: State how many and name public institutions with similar or related programs. Include a summary that addresses directly and with evidence the need for additional degree production in the discipline and at the degree level being proposed, beyond degree production of existing degree programs at Virginia public institutions.
- ✓ Section Heading for each similar or related institution:
  - First paragraph: State whether the program is similar or related. Indicate the number of credit hours in the core and required courses compared to the proposed program.
  - Similarities between required curriculum of proposed program and the core and required electives of similar or related program.
  - Differences between required curriculum of proposed program and the core and required electives of similar or related program.
- ✓ Table showing fall headcount enrollment and degrees awarded for the past five year at each institution with a similar or related degree program

## **Student Demand**

### ***Content***

In two to three pages, provide evidence that sufficient student demand exists to support the projected enrollments. Evidence must be obtained within the 12 months prior to submitting the proposal to SCHEV.

**A student interest survey must be conducted.** You should consult with AIR prior to its administration. Note the following regarding student surveys:

- Use a five-point Likert scale.
- Include the question “If Longwood University offered this program, would you be interested in enrolling?” or “would you enroll?”

- Include questions related to demographics, including anticipated graduation year for high school students, and year of enrollment and major if currently enrolled Longwood students are surveyed.
- Do not offer “or” choices in a single survey question.
- For undergraduate programs, rising high school seniors are the best target; some rising juniors may be included but do not include rising sophomores.
- You can conduct two different surveys for two different populations.
- Prior to administering the survey, work with OAIR and the OAC to ensure it will capture the necessary information and that results will be accessible in an appropriate format.
- Proposed introductory text for the survey:
 

Longwood University is developing a \_\_\_ degree in \_\_\_\_\_ for implementation in [term and year of proposed initiation]. [Provide a brief description of the program]. After completing this program, students should be able to:

  - [Bulleted list of student learning outcomes]

We have prepared the survey below to gauge student interest in the program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at [email] if you would like more information about the proposed program.

Evidence of student demand must include **at least two** of the following:

- A descriptive summary of student survey results. An original blank copy will be included in an **appendix**. More detailed survey results may be included after the original blank survey if desired.
- Letters (signed and dated) and/or emails of support from prospective students that indicate interest and/or reason for interest in enrolling in the program. The program name must be mentioned. Save original email messages in Outlook -- the OAC will convert emails to PDF format and redact the sender name in the header and signature. Letters and/or emails of support from prospective students will be included in the Prospective Student Support **appendix**. Do not quote student letters or emails in the narrative.
- For programs evolving from an existing concentration/minor to a standalone degree program, a **table** and descriptive narrative of 3 to 5 years of enrollment data from existing sub areas such as concentration, track, option, focus, or emphasis area. Information should reflect enrollment over time and within at least 3 years of submitting the proposal to SCHEV. Students included in the concentration enrollment data may NOT be included in the survey pool.
- A summary, with data and citations, of any other sources that document student demand.
- Information concerning lack of seat availability for qualified applicants. Information should include data within two years of proposal submission on number of applications, number of qualified students accepted, and number of qualified students enrolled at the closest public institution offering a similar program. This is primarily used for doctoral programs.

### ***Required Checklist***

- ✓ Student survey information:
  - Description of how the survey population was developed
  - Date the survey was administered
  - How the survey was administered (print, online, etc.)

- Description of demographics of survey respondents, such as current program (if applicable), education level, gender, etc.
- Summary of results
  - Include raw numbers only (no percentages).
  - Do not collapse Likert levels.
  - Do not quote student responses to open-ended questions.
- ✓ At least one additional evidence of student demand, which may be a second survey
- ✓ **Appendix** – Student Demand Survey (required)
  - Original blank survey (unedited/without revision or added text)
- ✓ **Appendix** – Prospective Student Support (if applicable)
  - Dated and redacted letters and/or emails indicating interest in program

Summary of Projected Student Enrollment

**Projected Student Enrollment**

*Content*

Using the **table** provided by SCHEV, work with AIR to determine estimated fall headcount enrollment (HDCT) and annual full-time equivalent student (FTES) enrollment for the first five years of the program and the expected annual number of graduates of the proposed program (recorded in Year 5 for undergraduate programs). Keep a record of how you calculated each figure.

*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
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Indicate the following assumptions used to calculate the projected enrollment:

Retention percentage: \_\_\_\_%

Percentage of full-time students: \_\_\_\_% / Percentage of part-time students: \_\_\_\_%

Full-time students average credit hours per semester: \_\_\_\_

Part-time students average credit hours per semester: \_\_\_\_

Full-time students graduate in \_\_ years

Part-time students graduate in \_\_ years

If students are not required to enroll in summer or intersession, do not include these terms when calculating the number of years it will take students to graduate. If there are no part-time

students, omit the average credit hours per semester and years to graduation for part-time students.

Projected enrollment should represent actual plans for student enrollment in the program. However, note that faculty must be considered adequate to support the projected enrollment. SCHEV uses the student-faculty ratios in the 2007 Higher Education Funding Guidelines to determine whether the total FTE faculty positions (full-time, part-time and adjunct) are adequate to support the projected enrollment in the target year. See Part B in the Resource Needs section of this document for more information.

SCHEV will review for possible closure any program that has not met SCHEV's productivity standards for graduates after five years. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the projected enrollment table.

### ***Required Checklist***

- ✓ Projected enrollment table in SCHEV format
- ✓ Assumptions used in calculations

## Projected Resource Needs for the Proposed Program

### **Resource Needs**

#### ***Content***

The information in the table will appear in the Program Announcement.

In one or two pages, describe the resources that the department or college will provide for the proposed program. The main point of this section is to demonstrate whether the institution can initiate and sustain the proposed program for the first five years without compromising existing programs. The narrative reflects and explains the figures in Parts B and C in light of the projected student enrollment.

Refer to the total FTE instructional faculty effort in year 1 and year 5 as reported in Parts B and C and use the table of discipline groupings in the Part B subsection to get the appropriate student to faculty ratio. Incorporate into the first paragraph in the Word template.

Discuss the following categories separately under third-level headings, explaining what will be needed to operate the program. If a category does not apply, use the wording provided in the Word template. The narrative provides a detailed explanation of the amount and sources of funds allocated and/or reallocated to support the proposed program as indicated in Parts A through D, as well as the anticipated effect of any reallocation of funds and faculty within the instructional unit. Reference the specific dollar amounts from Part C and explain for what purposes the money will be used.

**Full-Time Faculty**

For the purposes of SCHEV program proposals, full-time faculty are defined as regular faculty (tenured, tenure-track, lecturers, clinical educators) with **50% or more** of their teaching load devoted to required courses in the core and concentrations. Indicate the FTE full-time faculty instructional effort required for the initiation and target years as stated in Part B. State the total FTE faculty (tenured, tenure-track, lecturers, clinical educators) in the department who will be teach required courses in the core and concentrations. If relevant, make distinctions between what kind of courses they will teach (core, required restricted electives, and/or required courses in a concentration). Do not use names. When anticipating a new faculty hire, use a separate paragraph to indicate the rank, estimated salary or salary range, and estimated benefits. All figures must match Parts B and C.

**Part-Time Faculty**

For the purposes of SCHEV program proposals, part-time faculty are defined as regular faculty (tenured, tenure-track, lecturers, clinical educators) with **less than 50%** of their teaching load devoted to required courses in the core and concentrations. This typically involves faculty in other departments who teach restricted electives or specific major requirements in another discipline, but it is possible to have faculty in the department contributing less than 50% to the program. Use a separate paragraph for each department. Indicate what kind of courses they will teach (core, required restricted electives, and/or required courses in a concentration). When anticipating a new faculty hire, use a separate paragraph to indicate the rank, estimated salary or salary range, and estimated benefits. All figures must match Parts B and C.

**Adjunct Faculty**

Indicate the number of adjunct faculty and the total adjunct FTE effort. Indicate what kind of courses they will teach (core, required restricted electives, and/or required courses in a concentration). All figures must match Parts B and C.

**Graduate Assistants**

Indicate the number of graduate assistants with teaching responsibilities as well as salary and benefits. If no benefits will be offered, indicate this. All salary, benefit and FTE figures must match Parts B and C.

**Classified Positions**

Indicate whether additional classified positions are required and what percentage, if any, of the department administrative assistant's time will support the degree program. State the prorated salary and benefits associated with the FTE effort. Note that a program director who does not teach in the program is counted as a classified position. Do not discuss position duties. All figures must match Parts B and C.

**Equipment (including computers)**

Indicate what, if any, new special equipment (including computers) is required to initiate or sustain the degree program. Address equipment needs of new hires. All figures must match Part C.

**Library**

Indicate whether additional library resources are required to initiate or sustain the program. If new library materials will be purchased, indicate the kinds of materials (format and description) and where the funds will come from (existing library materials budget and/or one-time funds). All figures must match Part C. Doctoral proposals will be expected to include a list of relevant library holdings, which should be presented as an appendix item.

**Telecommunications**

Indicate what, if any, new telecommunications expense is required to initiate or sustain the degree program. Address telecommunications needs of new hires. All figures must match Part C.

**Space**

Indicate what existing physical resources will support the program and whether any additional space is required to initiate or sustain the program. Focus on office space unless students use a lot of lab space. Address office space for new hires. Do not name buildings.

**Targeted Financial Aid**

Provide a description of financial aid (source and amount) that would be available specifically for students in the proposed program.

**Special Tuition or Fee Charges**

Indicate whether there are specific tuition or E&G fees related to the program or unit where the program is housed, and the reason for them.

**Other Resources (specify)**

Indicate any other resources not covered above, such as marketing campaigns, start-up costs, etc.

**Required Checklist**

- ✓ First paragraph: FTE and student/faculty ratio per Word template.
- ✓ Subsections: Cover the information noted above for each subsection, using the statement in the Word template if not applicable.

**Resource Needs**

The remainder of the Projected Resource Needs section is comprised of the table below.

<b>Cost and Funding Sources to Initiate and Operate the Program</b>		
<b>Informational Category</b>	<b>Program Initiation Year 20__ - 20__</b>	<b>Program Full Enrollment Year<sup>1</sup> 20__ - 20__</b>

<sup>1</sup> 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.



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)	\$	\$

Use the appropriate Word or Excel form on the SCHEV website (<http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions>) and then copy/paste into the narrative. Older tables are useful in making these calculations.

- 1) Do NOT include instructional effort for general education courses or general electives. The image below is provided for reference.

	Program Initiation Year		Expected by Target Enrollment Year	
	20__ - 20__		20__ - 20__	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*				0.00
Part-time faculty FTE**				0.00
Adjunct faculty				0.00
Graduate assistants (HDCT)				0.00
Classified positions				0.00
<b>TOTAL</b>	0.00	0.00	0.00	0.00

\*Faculty dedicated to the program. \*\*Faculty effort can be in the department or split with another unit.

\*\*\* Added **after** initiation year

When calculating faculty FTE, look only at the percentage of teaching load supporting the required courses for the core and concentrations. If at least 50% of a full-time faculty member's (tenured, tenure-track, lecturers, clinical educators) teaching load is dedicated to the program, count the appropriate FTE in the full-time faculty line (e.g., count as .5 or higher). If the percentage of a full-time faculty member's teaching load is less than 50%, count the appropriate FTE in the part-time faculty line. Calculate adjunct faculty effort as a percentage of standard full-time teaching load. If a program director does not teach in the program, count the effort under classified positions along with any support from administrative assistants.

SCHEV uses the student-faculty ratios in the 2007 Higher Education Funding Guidelines to determine whether the total FTE faculty (full-time, part-time and adjunct) are adequate to support the projected enrollment in the target year.

<b>Discipline Grouping</b>	<b>Lower</b>	<b>Upper</b>	<b>Master's</b>
Business and Management Interdisciplinary Studies Library Science Public Affairs Social Sciences	24	18	11
Communications Education Letters Mathematics Psychology	20	14	10
Computer/Information Systems Fine and Applied Arts Foreign Languages	18	11	9
Biological Sciences Engineering Physical Sciences	18	11	8
Health Professions	12	10	7

Multiply the total FTE faculty in the target year above by the FTE student for the appropriate discipline grouping and level. For undergraduate programs, calculate both the lower and upper level numbers to create a range.

For undergraduate programs, the projected enrollment in the target year should fall somewhere in the middle of the range for the lower and upper calculations. For example:

- If the total FTE faculty for a bachelor's degree in English is 5.25, the acceptable enrollment range is 73.5 ( $5.25 * 14$  FTES) to 105 ( $5.25 * 20$  FTES), and you should aim for projected enrollment of around 90 in the target year. Adequacy of faculty may be questioned if the projected enrollment for year five is greater than 90.

A total FTE faculty for a master's degree in communications of  $5.25 * 10$  FTES = 52.5.

Adequacy of faculty may be questioned if the projected enrollment for year five is greater than 52.

Certification Statements

The following should be completed by the PVPAA, who also signs.

1. A request of any kind will be submitted to the Virginia 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. Additional information may be required.

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.

## Appendices

Appendices must appear in the order in which they are referenced in the narrative. The appendix cover page listing all appendices is the last paginated page of the narrative. If an appendix consists of non-Word documents, it must have a separate Word cover page with only the appendix letter and title. Paginate each appendix separately as A-1, A-2, etc. Appendix letters will be assigned when the proposal is in the final stages.

### **Sample Plan of Study Appendix**

This appendix is referenced in the Curriculum section. Complete a separate sample plan of study for each available concentration, track, and/or focus area. If the projected enrollment includes part-time students, complete separate sample plans of study for full-time and part-time students. Use the Word template provided by the OAC.

Each sample plan of study shows the courses and credit hours for fall and spring semester each year. This is just a sample to demonstrate how each type of student can complete the program in a timely manner. The table below provides examples for course entries.

General education courses	General Education Goal 8 – Social Science (3)
Additional degree requirements	Additional BFA Degree Requirement – Humanities (3)
Required courses within the major	GAND 226: Typography I (3)
Restricted electives (include any categories noted in the Curriculum section)	Restricted Elective – Theory (3)
General electives	General Elective (3)
Total credits	

### ***Required Checklist***

- ✓ Course titles, numbers and credits must be consistent with the detailed program requirements in the Curriculum section and the Course Descriptions appendix.
- ✓ The number of credit hours for each term are consistent with the table and add up to the total credit hours for the degree.
- ✓ The total credit hours must add up to what is described in the Curriculum Section.

### **Course Descriptions Appendix**

This appendix is referenced in the Curriculum section. It includes the course number, title and description (as they were approved by EPC and will appear in the catalog) for all required major, concentration and restricted elective courses for the degree program. For example:

#### GAND 226: Typography I

Typography I teaches the principles and basics of type vocabulary and anatomy, typographic history, and the development and design of letterforms. The effective use of type in various formats will be explored through a series of projects which use type in letters, words, sentences and running text. Students will develop a basic understanding of traditional (metal and polymer letterpress) typesetting and digital typesetting, fonts and font management applications. 3 credits.

Use the Word template provided by the OAC. Please note the following:

If you copy and paste from the PDF catalog, please **paste as text** to avoid copying over odd characters.

Indicate new courses with an asterisk.

Indicate which courses are delivered in online or hybrid format.

Within each division, list required courses first. If there is a choice for some of the credits in any division, list those after the required courses, prefaced with a statement such as “Select \_\_\_\_ credits from the following list.”

### ***Required Checklist***

- ✓ Course titles, numbers and credits must be consistent with the detailed program requirements in the Curriculum section and the Sample Plan of Study appendix.

### **Accrediting Body Requirements Appendix** (if applicable)

This appendix is referenced in the Curriculum section and is included only if the curriculum is based on or follows standards or requirements of a specific accrediting body. This should be an abbreviated version and may be drawn from published standards.

### **Practicum/Internship Sites Appendix** (if applicable)

This appendix is referenced in the Curriculum section. If students must complete a practicum, internship or student teaching, list the full name and address of each site.

### **Abbreviated CVs for Faculty Appendix**

This appendix is referenced in the Faculty section. It includes one entry for each full-time and adjunct faculty member dedicated to the required courses for the major and the concentrations. Actual CVs are not provided.

For each faculty member, include the name, degree designation, degree title/major, year degree completed, institution from which degree was earned, faculty rank/title, and area of expertise. If the degree credential is not an obvious match for the program, include the primary justification for the hire, e.g., years of experience in a professional field, etc. Example:

Smith, John, PhD in Biology, 1982, Princeton University, Associate Professor of Biology. Specialization Area: Microbiology.

### ***Required Checklist***

- ✓ Number of faculty in each department and adjuncts is consistent with statements in the Faculty and Resource Needs sections.
- ✓ New hire information is consistent with Faculty and Resource Needs sections.

### **Curriculum Map Appendix**

This appendix is referenced in the Student Assessment section. Provide a curriculum map connecting the core courses with corresponding student learning outcomes. Include how you will measure outcomes and when they will be assessed. The OAC can provide examples.

***Required Checklist***

- ✓ Course titles and numbers must be consistent with the detailed program requirements in the Curriculum section.

**Letters of Support Appendix**

This appendix is referenced in the Response to Current Need (Specific Demand) section. Letters of support discuss industry needs in relationship to the proposed program and how the program's curriculum would prepare students to meet those needs; they do not refer to potential employment at the company or hiring Longwood graduates. They may be solicited but may NOT be form letters. Letters of support should describe what is happening in the field to create a need for a certain kind of graduates and may include a statement about the proposed curriculum supporting that need.

***Required Checklist***

- ✓ Originals on company letterhead.
- ✓ Dated and signed, showing the person's name and title
- ✓ No reference to potential employment or hiring Longwood graduates

**Employment Demand Appendix**

See the section on Employment Demand section for detailed information about the job ads that must be included.

**Letters of Employment Demand Appendix**

This appendix is referenced in the Employment Demand section and includes 3 to 10 letters of employment demand from prospective employers. Letters may be solicited but may NOT be form letters. Letters should include a statement of need for graduates of the proposed program and potential employment opportunity.

***Required Checklist***

- ✓ Originals on company letterhead.
- ✓ Dated and signed, showing the person's name and title
- ✓ Statement about potential employment or hiring Longwood graduates

**Student Demand Survey Appendix**

This appendix is referenced in the Student Demand section. Provide an original blank copy (unedited, without revision or any added text) of the survey. If the survey was administered electronically, print the original blank survey and resize as needed. More detailed survey results may be included after the original blank survey if desired.

**Prospective Student Support Appendix (if applicable)**

Provide original signed letters and/or emails from prospective students.

***Required Checklist***

- ✓ Letters are signed and dated.
- ✓ Student names and email addresses are redacted.

**Supporting Documents Appendix** (if applicable)

This appendix is noted in footnotes, usually in the Response to Current Need (Specific Demand) section. Cited sources that are NOT available through a direct URL on the public internet (e.g., restricted subscriptions, books, etc.) must be included in an appendix.

***Required Checklist***

- ✓ Short articles or book chapters (5 to 10 pages in length) may be included in entirety.
- ✓ Longer sources include the title page of the document, the page before the quote, the page of the quote, and the page after the quote.
- ✓ Each item has a separate cover page with the full citation.