

## 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 – an initial program submission to SCHEV staff, who will review and offer feedback once, followed by the public sharing of the program proposal and a program presentation to SCHEV. The presentation is typically given to the Academic Affairs Committee of SCHEV. 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.*

## TABLE OF CONTENTS

Description of the Proposed Program .....	1
Program Background .....	1
Institutional Mission .....	1
Delivery Format .....	2
Degree Program Accreditation .....	2
State Agency Authorization .....	2
Admission Criteria .....	3
Curriculum .....	4
Time to Degree .....	5
Faculty Resources .....	5
Graduate Assistants .....	6
Employment Skills .....	6
Relation to Existing Degree Programs .....	7
Effect on Existing Degree Programs .....	8
Justification for Proposed Program .....	9
Response to Current Needs (Specific Demand) .....	9
Employment Demand .....	10
Degree Program Duplication and Employment Demand .....	11
Return on Investment .....	12
Student Demand .....	13
Student Projected Enrollment in the Proposed Degree Program .....	13
Projected Student Enrollment .....	13
Projected Resource Needs for the Proposed Program .....	14
Resources to Initiate and Sustain .....	14
Certification Statements .....	16
Resource Needs .....	18
Appendices .....	19
Appendix A – Sample Plan of Study .....	19
Appendix B – Course Descriptions .....	19
Appendix C – Faculty Curriculum Vitae (abbreviated) .....	20
Appendix D – Employment Demand Virginia Office of Education Economics (VOEE) Report .....	20
Appendix E – Return on Investment .....	20
Appendix F – Student Demand Survey .....	21
Appendix ? – Experiential Sites (if applicable) .....	21
Appendix ? – Accrediting Body Requirements (if applicable) .....	21
Appendix ? – National Organization Professional Curriculum Standards (if applicable) .....	21
Appendix ? – Specific Demand (if applicable) .....	21

## 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? Indicate whether the degree program prepares students for a licensure or certification examination.

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. Provide a brief history of the discipline and evolution.

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, and do not copy and paste the NCES definition of the CIP code. 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/administering unit, including college, department, and/or program; and initiation 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**

*This section is left blank unless the degree program is Longwood's first degree in the 4-digit CIP category.*

#### ***Content***

In a maximum of 100 words, describe the relationship of the proposed program to Longwood's mission. 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**

### ***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. SCHEV provides four options for the format: face-to-face, online (100%), hybrid (a mix of face-to-face and online, where certain core or required coursework is only offered in one delivery format), and both face-to-face and online. Indicate all platform(s) to be used. 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.

### ***Required Checklist***

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

## **Degree Program Accreditation**

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

### ***Content***

In a maximum of 500 words, 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.

### ***Required Checklist***

- ✓ Full name of accrediting body
- ✓ Indicate and cite the mission of the accrediting body
- ✓ Process for accreditation
- ✓ 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
- ✓ Review cycle time frame after degree program is accredited
- ✓ Curricular requirements of accrediting agency (e.g., required credit hours, required courses (optional))

## **State Agency Authorization**

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

### ***Content***

In a maximum of 500 words, indicate any state licensure regulations or requirements (e.g., Virginia Department of Education, Virginia Board of Nursing) that must be met.

### ***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)
- ✓ Requirements that the degree program must meet

### **Admission Criteria**

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

### ***Content***

In a maximum of 500 words, 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.

### ***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.”
- ✓ Indicate if an admission committee will be used, and if so, who will comprise it and what their responsibilities will be
- ✓ 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 any limit on transferability of coursework.
  - Indicate if transfer credit (and the amount) will be substituted toward core or required courses. It cannot be allowed to do so without an affirmative statement.

## Curriculum

### *Content*

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.

### *Required Checklist*

In six initial sections, and limiting listing of specific courses, address the following:

- ✓ (500 words max) Indicate degree program name and total credit hours required for the degree program. If the degree program will include/require sub areas, indicate the number and name of the sub areas. If the degree program will require an internship, practicum, capstone course, or dissertation, indicate such.
- ✓ (500 words max) Summarize core and required courses. What is the particular focus and strengths, if any, of the core and required coursework? No sub areas should be included here.
- ✓ (200 words max) If sub areas are included, summarize (in two sentences) the purpose of each sub area.
- ✓ (200 words max) If experiential learning (internship, practicum, or clinical) is required, indicate the purpose of the requirement – what knowledge will the experience provide for students.
- ✓ (200 words max) If a capstone project or dissertation is required, indicate in one or two sentences the purpose of the requirement.
- ✓ (50 words max) Are new courses included in the curriculum? If yes, provide a statement indicating how courses are denoted.

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.

- ✓ 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

- ✓ Experiential Learning (Section Sub-Heading): Provide more detailed information about experiential learning to include: contact hours; what students will be responsible for completing (deliverables); who is responsible for the student's final grade; and what will happen if the student fails the course, once and twice. If different for each concentration, use subheadings for each. Also be sure to include:
  - When it occurs based on credit hours completed, not a semester
  - Any unique aspects of the experiential learning
- ✓ SCHEV Requirement (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)
- ✓ Appendix – Discipline-specific National Organization Professional Curriculum Standards (if applicable)

**Time to Degree**

*This section is left blank for bachelor's programs that do not exceed SCHEV's maximum total.*

In a maximum of 500 words, 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.

**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
- ✓ Indicate the student's maximum matriculation time, by Longwood policy.

**Faculty Resources****Content**

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.

Note: The number and description of faculty must be consistent with statements in Projected Resource Needs section narrative and tables.

### ***Required Checklist***

In four sections, address the following:

- ✓ (500 words max): 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.
- ✓ (500 words max): 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. Describe qualifications of these faculty teaching core and required courses for the proposed degree program.
- ✓ (500 words max): Number of **new** faculty who will be hired to support the core and/or required courses. When (which year in first five years) will they be hired? At what rank? What specific credentials and what specialization/discipline are needed?
- ✓ (500 words max): Number of **adjunct** faculty who will be hired to support the core and/or required courses. When (which year in first five years) will they be hired? At what rank? What specific credentials and what specialization/discipline are needed?
- ✓ **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)

### **Graduate Assistants**

*This section is left blank if graduate assistants will not be funded by the degree program.*

#### ***Content***

Briefly describe how grad assistants will be used, with a total number by the target year. Distinguish between teaching and research assistants.

### ***Required Checklist***

- ✓ (200 words max): How many graduate assistants will be utilized? Indicate teaching and/or research assistants. What will be the total number of graduate assistants by the target year?
- ✓ (200 words max): In which year during the first five years will graduate teaching assistants be utilized? What will be the responsibilities of the position?

### **Employment Skills**

#### ***Content***

In a maximum of 500 words, identify the employment skills all graduates will possess, and what all graduates will be able to do on a job. 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. The skills must also match the position titles identified in the Virginia Office of Education Economics (VOEE) in the Employment Demand section. Each concentration or track must have its own additional unique workplace competencies, distinct from and fewer than the employment skills 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 Program**

*This section is left blank if the proposal is not an expansion.*

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

### ***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

### **Relation to Existing Degree Programs**

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

### ***Content***

In a maximum of 500 words, 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).

***Required Checklist***

- ✓ Indicate the degree designation, degree title, and location (college and department) of the similar or related degree program(s), as well as the location of the proposed degree program.
- ✓ What are the similarities and differences between the curriculum of the proposed degree program and the existing program?
- ✓ Describe and compare the focus/purpose, core and required curriculum requirements, and employment outcomes for graduates to the focus/purpose, core and required curriculum requirements, and employment outcomes for graduates of the proposed degree 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)?

**Effect on Existing Degree Programs*****Content***

In a maximum of 500 words, 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*

In a maximum of 1000 words, articulate the justification for the program and how it responds to current local, state, regional, and/or national 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, with objective details.

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 5 to 7 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** – (optional) 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***

Information about state and GoVirginia regional labor market projections from the Virginia Office of Education Economics (VOEE) report will be placed here.

#### **A. State Labor Market Information for Aligned Occupations**

Occupation	Workforce (Current Year)	Workforce (5- yr projection)	Workforce Change for 5-	Annual Change - Real #	Compared to State Growth

			yr projection - Real # (%)		

#### B. Regional Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5- yr projection)	Workforce Change for 5- yr projection - Real # (%)	Annual Change - Real #	Compared to State Growth

- ✓ Include the Virginia Office of Education Economics (VOEE) report in an appendix.

### Degree Program Duplication and Employment Demand

#### *Content*

In two tables, information from the VOEE report and information from the SCHEV Degree Inventory will be compiled. 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](https://nces.ed/ipeds/data/cip/cipuser/), 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 "CIP Search," select the appropriate degree level and the category name for the top level, 2-digit CIP code(s) you identified.
- Under "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 save 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.

#### Graduates of Existing Degree Programs Compared with Aligned Workforce Demand

<b>Avg Annual Degrees Granted</b>	<b>Avg Annual Openings</b>	<b>Ratio: Degrees to Openings</b>

(Provide information from the VOEE report. Expand the table as necessary.)

#### Enrollment and Degrees Awarded at Comparable Programs in Virginia

<b>Enrollment</b>	<b>Fall 20__</b>	<b>Fall 20__</b>	<b>Fall 20__</b>	<b>Fall 20__</b>	<b>Fall 20__</b>
Institution Name					
<b>Degrees Awarded</b>	<b>Year 20__</b>	<b>Year 20__</b>	<b>Year 20__</b>	<b>Year 20__</b>	<b>Year 20__</b>
Institution Name					

(Expand the table as necessary.)

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

#### Return on Investment

##### *Content*

Provide information for ‘return on investment’ for existing and similar degree programs in Virginia. The information will utilize an analysis conducted by the Foundation for Research on Equal Opportunity. The information is available at <https://freopp.org/roi-landing/> and included in an appendix item.

In a maximum of 500 words, describe the presence of the return on investment table in the appendix. If it’s not there, provide an explanation detailing the reason. Alternate measures of ROI are also permitted with appropriate explanation.

## **Student Demand**

*This section is left blank if the program is not offered to a specific population of professionals AND is not designed to address a specific industry AND Longwood doesn’t have an agreement with a specific business or organization.*

### **Content**

In a maximum of 500 words, describe the specific groups of people to whom Longwood will market the program, and how it gathered that information. A survey should be conducted in this situation, related to the targeted population. The original survey and the summarized results of the survey must be included in an appendix. For an approved survey template, please see OAC.

### **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.
- ✓ **Appendix** – Student Demand Survey
  - Original blank survey (unedited/without revision or added text) as well as a results summary

## **Student Projected Enrollment in the Proposed Degree Program**

### **Projected Student Enrollment**

#### **Content**

Using the **table** provided by SCHEV, work with AIR and OAC 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.

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 _____

Assumptions:

Retention rate: \_\_\_\_\_ %

Fulltime students: \_\_\_\_\_ % Part-time students: \_\_\_\_\_ %

Fulltime students credit hours per semester: \_\_\_\_\_

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

Fulltime 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**

#### **Resources to Initiate and Sustain**

#### ***Content***

In 75 words or fewer, list Longwood's official name (Longwood University) and the academic unit providing resources to support the proposed degree program. Provide the degree designation



and degree program name. Indicate the resources available and will be accommodated (e.g., library, space) to initiate and sustain the proposed degree program to the target enrollment year. The main point of the larger section is to demonstrate whether the institution can initiate and sustain the proposed program for the first five years without compromising existing programs.

Fill in the boxes with the appropriate ratio numbers and year.

The proposed degree program allocates \_\_ FTE of instructional effort for every \_\_ FTE of student enrollment. The proposed degree program will require \_\_ FTE of instructional effort in the initiation year, \_\_ and will require \_\_ FTE by the target year of \_\_.

Discuss the following categories separately, explaining what will be needed to operate the program. Categories marked with an asterisk below must be completed if new faculty will be hired in the first five years; otherwise, the categories should be left blank. The narrative provides a detailed explanation of the amount and sources of funds allocated and/or reallocated to support the proposed program, as well as the anticipated effect of any reallocation of funds and faculty within the instructional unit. 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. 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.

### **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.

### **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. Distinguish between graduate teaching assistants and graduate research assistants.

**Special tuition or fee charges**

Indicate whether there will be any tuition and/or educational and general (E&G) fees specific to the degree program or academic unit within which the degree program would be administered.

**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.

**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). If the program is online, indicate services available to students.

**Telecommunications\***

Indicate what, if any, new telecommunications expense is required to initiate or sustain the degree program. Address telecommunications needs of new hires.

**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.

**Other Resources (specify)\***

Indicate any other resources not covered above, such as marketing campaigns, start-up costs, etc. Provide an itemized list of expenditures. Indicate the year(s) for funding and the amount to pay for the expense. Indicate the total cost of other resources, specify.

**State Appropriations Request or Support**

In a maximum of 500 words, address whether Longwood has requested or plans to request funding from the Virginia General Assembly to initiate and sustain for the first five years the proposed degree program, as well as whether the General Assembly has appropriated such funds. In the event of a request, include: the funding year(s); the amount requested, per year if multiple years; and the specific reason for the funding/what are the funds to support. Indicate whether the funding request is for one-time or recurring funding. If recurring, indicate if the request was for permanent funding or an increase to Longwood's operations budget. Indicate the Appropriations Act information.

**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, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

3. The institution’s Board of Visitors or Governing Board has been provided information regarding employment demand, duplication, and return on investment as part of its approval action.

Yes ☐

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

4. The institution acknowledges that, if approved, the proposed degree program will be subject to review under SCHEV’s program productivity policy. The degree program may be subject to closure if the program does not meet productivity viability requirements.

Yes ☐

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

5. Will the institution collaborate with another public institution in Virginia to offer the proposed degree program?

Yes ☐

No ☐

If “Yes” is checked, indicate the institution’s name and describe in 500 words or fewer the collaboration.

### Resource Needs

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

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year	Program Target Year
		20__ - 20__	20__ - 20__
1.	Projected Enrollment (Headcount)		
2.	Projected Enrollment (FTES)		
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.	<b>Revenue</b> from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$	\$
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$	\$
8.	<b>Revenue</b> from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$	\$
9.	<b>Projected Revenue Total from Tuition and E&amp;G Fees Due to the Proposed Program</b>	\$	\$
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	\$	\$
11.	<b>Total Funding</b>	\$	\$

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.

## 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.

### **Appendix A – Sample Plan of Study**

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	HBSI Pillar – 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.

### **Appendix B – Course Descriptions**

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, in that order. 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 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.”
- If required courses are offered in multiple sub areas, indicate such at the end of the course description. The description does not have to be repeated in each sub area.
- For restricted elective courses, if the number of courses exceeds 15 courses do not provide the course descriptions. Indicate the number of courses exceeds 15 courses and descriptions are available in the institution’s catalog.

### ***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.

## **Appendix C – Faculty Curriculum Vitae (abbreviated)**

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.

## **Appendix D – Employment Demand Virginia Office of Education Economics (VOEE) Report**

Indicate the date the report was created, and attach a PDF of the original full report.

## **Appendix E – Return on Investment**

Provide specified information on ‘return on investment’ from the Foundation for Research on Equal Opportunity, at <https://freopp.org/roi-landing/>

Insert data for existing degree programs at Virginia public institutions. The degree programs should be the similar degree programs indicated in the information report provided by the Virginia Office of Education Economics.

<b>Institution</b>	<b>Field of Study</b>	<b>Earnings (1 year)</b>	<b>Earnings (10 years)</b>	<b>ROI (on time completion)</b>	<b>ROI (non-completion)</b>

(Expand table as necessary.)

Alternative data sources for return on investment for degree programs at the level and in the discipline proposed may be provided here as well.

### **Appendix F – Student Demand Survey**

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.

### **Appendix ? – Experiential Sites (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.

### **Appendix ? – Accrediting Body Requirements (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.

### **Appendix ? – National Organization Professional Curriculum Standards (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 national organization of the discipline. This should be an abbreviated version and may be drawn from published standards.

### **Appendix ? – Specific Demand (if applicable)**

This appendix is referenced in the Response to Current Need (Specific Demand) section. If text is quoted from a source that is only available via subscription, paid subscription, or membership, an appendix item of the publication (or excerpt if longer than 15 pages) can be included at the end of the proposal. If more than one article or, book pages, title each appendix with the name of the publication.