

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
STATE-LEVEL REQUIREMENTS FOR APPROVAL
OF VARIOUS ACADEMIC PROGRAM ACTIONS
AT PUBLIC INSTITUTIONS**

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

Academic Program Action Sought by Institution	State-Level Requirement			
	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	No Action Required at State Level
C.A.G.S. or Ed.S. ¹	X			
Certificates			X	
CIP Code Change		X		
Degree Designation Change ¹		X		
First Professional Degree ¹	X			
Health Program ^{1,2}	X			
New Degree Program ¹	X			
Program Discontinuance		X ⁴	X ⁴	
Program Merger		X ⁴		
Program Modification		X	X ³	
Program Title Change		X		
Spin-Off Degree Program		X		
Sub Areas: Concentration, Emphasis, Focus, Major, Option, or Track				X

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

²§23.1-203(25) The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.

³Degree modifications defined as simple are reported to SCHEV. See guidelines and procedures.

⁴Submit the “Intent to Discontinue an Academic Program” cover sheet and requisite narrative. Action to remove a degree designation must be approved by SCHEV staff.

State Council of Higher Education for Virginia
**ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS:
 POLICIES AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES**

TABLE OF CONTENTS

State-Level Requirements for Approval of Various Academic Program Actions at Public Universities i
 Table of Contents ii

I. [Council’s Statutory Duties Related to Academic Programs at Public Institutions](#) 1

II. [Policy Statements on Academic Programs at Public Institutions](#) 2

A. [Introduction](#) 2

B. [Degree Program Requirements](#)..... 2

C. [Operational Definitions of Key Terms](#) 2

Certificate of Advanced Graduate Studies (C.A.G.S.) or Educational Specialist Degree (Ed.S.) 2

Certificate program 2

CIP code change 3

Degree designation change 3

First-professional degree 3

Modified program 3

New program 3

Program discontinuance 4

Program merger 4

Program name/title change 4

Spin-off program 4

D. [“New” and “Spin-Off” Academic Degree Programs](#) 5

1. Background 5

2. New Academic Programs 5

3. Spin-Off Academic Programs 6

E. [Modified Degree Programs](#)..... 6

F. [Technical Changes, Program Mergers, and Intent to Discontinue Programs](#) 7

G. [Additional Policies Related to Academic Programs at Public Institutions](#) 8

1. Policy on Doctoral and First-Professional Programs 8

2. Policy on Programs at a New Degree Level 8

3. Policy on Review of New, Spin-Off, Modified, and Merged Programs 8

H. [Appeal of Council Action](#)..... 8

III. [Procedures and Instructions for Submission of Documents](#) 9

[General Guidelines for All Documents](#)..... 9

Procedures for Document Submission 10

A. Guidelines and Procedures for Certificate Program Documents 11

B. Specific Instructions for Certificate Program Documents 11

1. Document format 11

2.	Proposal Requirements, Components and Forms	11
i.	Letter from Chief Academic Officer	11
ii.	Program Proposal Cover Sheet.....	11
iii.	Narrative Description	12
C.	Guidelines and Procedures for New Degree Program Proposals	13
D.	Specific Instructions for New and Spin-Off Program Proposals	14
1.	Proposal Format	14
2.	Proposal Requirements, Components, and Forms	14
i.	Letter from Chief Academic Officer	15
ii.	Program Proposal Cover Sheet.....	15
iii.	Description of Proposed Program.....	17
iv.	Need for the Proposed Program.....	20
v.	Summary of Projected Enrollments in Proposed Program	23
vi.	Projected Resource Needs	24
E.	Guidelines and Procedures for Modified Degree Program Proposals.....	27
F.	Specific Instructions for Modified Degree Program Proposals	27
1.	Proposal Format	27
2.	Proposal Requirements, Components, and Forms	28
i.	Letter from Chief Academic Officer	28
ii.	Modified Program Proposal Cover Sheet.....	28
iii.	Description of Simple Modified Program	30
iv.	Description of Substantial Modified Program.....	30
v.	Summary of Projected Enrollments in a Modified Program	33
IV.	Guidelines and Procedures for Technical Changes and Program Mergers	34
A.	General Guidelines for Program Action Changes.....	34
B.	Specific Instructions for Technical Changes to Programs	34
1.	Proposal Format	34
2.	Proposal Requirements, Components, and Forms	34
i.	Letter from Chief Academic Officer	34
ii.	Program Action Proposal Cover Sheet.....	35
iii.	Narrative Description	35
Guidelines for Merger of Academic Programs.....		37
1.	Proposed Format	37
2.	Proposal Requirements Components and Forms	37
i.	Letter from Chief Academic Officer	37
ii.	Merged Program Proposal Cover Sheet	38
iii.	Narrative Description	40
iv.	Summary of Projected Enrollments in Merged Program.....	41
v.	Projected Resource Needs.....	42
V.	Intent to Discontinue Academic Programs	43
A.	General Guidelines for Intent to Discontinue Academic Programs.....	43
B.	Specific Instructions for Intent to Discontinue Academic Programs	43
1.	Document Format	43
2.	Proposal Requirements, Components, and Forms	44
i.	Letter from Chief Academic Officer	44
ii.	Intent to Discontinue Proposal Cover Sheet.....	44
iii.	Narrative Description	46

VI. Procedures and Instructions for Appeal of Council Action	47
1. Document Format	47
2. Proposal Requirements and Components	47
i. Letter from the President	47
ii. Evidence of Justification.....	47
 Format/Order of Section Headings for Degree Program Proposals	 48

**ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES**

Effective: April 1, 2016

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

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

- “Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.” (§ 23.1-203(5))
- To consider programs while developing a statewide strategic plan that “identifies a coordinated approach to ... state and regional goals, and emphasizes the future needs for higher education in the Commonwealth at both the undergraduate and the graduate levels.” (§ 23.1-203(1))
- “Study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal.” (§ 23.1-203(3))
- “Review the proposed closure of any academic program in a high demand or critical shortage area, as defined by the Council, by any public institution of higher education and assist in the development of an orderly closure plan, when needed.” (§ 23.1-203(8))
- “Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.” (§ 23.1-203(15))
- “Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties.” And, “insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.” (§ 23.1-203(27-28))

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

II. Policy Statements on Academic Programs at Public Institutions

A. Introduction

It is the intent of this policy to support fulfillment of Council's statutory duties by providing transparent guidance and establishing a context within which SCHEV and public institutions may work collaboratively to advance higher education and ensure quality academic programming in the Commonwealth. This policy seeks to fulfill Council's statutory responsibilities and duties without burdening public institutions with overly complex procedures. The policies and guidelines expressed here will help ensure that Virginia's public institutions continue to use resources efficiently, offer programming to address state needs, avoid unnecessary duplication, and contribute to the achievement of Council's strategic plan aspirations.

B. Degree Program Common Core Requirements

Curriculum leading to the award of an associate's, bachelor's, master's, professional, or doctoral degree; is identified by a separate CIP code in the SCHEV program inventory; and, is listed on the student diploma. All curricula under the CIP code share a common core of courses¹. Various groupings of fewer courses may be used to define a variety of related support areas that do not appear on the diploma. Support areas are designated as: concentration, emphasis, focus, major, option, or track. Support areas developed after a degree program has been approved by Council must maintain the focus of the degree program and the common core requirement of the degree program. Council approval is not required to add new support areas to an existing degree program.

¹Common core requirements:

Bachelor's degree 25% of total credit hours required for the degree, excluding general education core

Master's degree 50%* of total credit hours required for the degree

Doctor's degree 25% of total credit hours required for the degree

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

C. Operational Definitions of Key Terms

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

Certificate program: curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally specific field of study. Council approval is not required to award a certificate.

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

Degree designation change: addition or change made in an existing degree designation (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis. For example, adding a B.A. degree designation to an existing B.S. degree or changing from a B.A. degree to the B.S. or from the M.A. in Fine Arts to the M.F.A. SCHEV staff approval is required for a change in degree designation. For an institution seeking to remove a degree designation, see Program Discontinuance, below.

First-professional degree: curriculum that includes theory and practice of the basic body of knowledge and skills required to function as an entry-level professional in certain occupational fields recognized for reporting purposes by the U.S. Department of Education. These programs must meet the following criteria: (1) completion of the academic prerequisites to begin practice in the profession; (2) requires at least two years of college-level study prior to entering the program; (3) total registered time to degree, including both pre-professional and professional study, equals at least six academic years. First professional degrees, while sometimes called doctoral degrees, are distinguished from research doctorates in that they do not include a required component of original research. First professional degrees may be awarded in the following fields:

Chiropractic (D.C., D.C.M.)	Optometry (O.D.)
Dentistry (D.D.S., D.M.D.)	Osteopathic Medicine (D.O.)
Divinity/Ministry (M.Div.)	Pharmacy (Pharm.D.)
Law (L.L.B., J.D.)	Podiatry (Pod.D., D.P., D.P.M.)
Medicine (M.D.)	Veterinary Medicine (D.V.M.)
Rabbinical and Talmudic Studies (M.H.L., Rav)	

Modified program: a simple or substantial change to the curriculum of an existing degree program in the SCHEV Degree Inventory. Modified programs must meet the minimum requirements for the common core (see page 2 of this document). The two types of modification are "simple" and "substantial" and require different documentation. Simple modifications to a degree program are reported to SCHEV. SCHEV staff approval is required for a "substantial" modification to a degree program. No change in the degree designation or CIP code is permitted for a modified degree program.

New program: curriculum leading to the award of a new degree that includes content in a discipline or field not currently offered by the institution; shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and, requires a separate CIP code. Additional faculty, facilities, or funding may be required to initiate and operate the new program. Council approval is required to confer the new degree.

Program discontinuance: action taken to close a program by indicating in SCHEV's program inventory the dates for which no new enrollments and no new graduates will be reported. Notification to SCHEV is required; notification prior to program closure is suggested. The intent to close a program in a Critical Shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

Action taken to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV's program inventory the dates for which no new enrollments and no new graduates must be reported. The intent to close a degree designation of a program in a Critical Shortage area requires additional information. SCHEV staff approval is required to remove a degree designation from a program.

Program merger:

1. Merger of two or more programs into an existing program in the SCHEV program inventory. Merged programs must meet the minimum requirements for the common core (see page 2 of this document). Research-based graduate degrees (thesis and dissertation option) are different in kind from course work-based undergraduate and graduate degrees in that didactic work is chosen to provide specific background for the proposed research. For research-based graduate programs, the merged programs must share a recognized academic relationship and must have the same minimum requirements for credit hours in terms of didactic and thesis/dissertation work. SCHEV staff approval is required for this type of program merger.
2. Consolidation of two or more programs into a new degree program with a new CIP code and degree title. Existing programs and the consolidated new program must meet the minimum requirements for the common core (see page 2 of this document). For research-based graduate programs, see requirements above. SCHEV staff approval is required for this type of program merger.

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

Spin-off program: curriculum that expands an existing degree program into a stand-alone degree at the same degree level and does not change its essential character, integrity, or objectives and shares at least the first two digits of the existing program's CIP Code; shares at least three-quarters of courses with the existing degree program; requires minimal or no additional faculty; and, is funded through internal reallocations or private funds and does not require additional state funding. SCHEV reserves the right to determine whether a proposal is considered a new program or a spin-off program, and SCHEV staff approval is required to confer a spin-off degree.

D. “New” and “Spin-Off” Academic Degree Programs

1. **Background**

By Council action in March 2002, distinctions were established between “new degree programs” and “spin-off degree programs” within SCHEV’s approval process. The purpose of this action was to clarify and streamline program-approval procedures. As a result of this action, while the Council will continue to formally approve all new programs, SCHEV staff have been delegated the responsibility for approval of spin-off programs that meet the criteria specified in these policies and procedures. New and spin-off degree programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

By Council action in March 2011, all degree program proposals not recommended for approval by SCHEV staff shall be reported to Council's Academic Affairs Committee. The Academic Affairs Committee may elect to consider any proposal not recommended for approval and shall provide guidance to staff as to the final disposition of the proposal.

2. **New Academic Programs**

A public institution’s Board of Visitors or the State Board for Community Colleges must approve each proposal for a new academic program prior to its submission to the Council. Board approval is the culminating step in a series of reviews by curriculum committees at the department, college, and university levels, as well as by each chief academic officer. For this reason, Council defers to the respective boards’ authority for determining the appropriateness of proposed curricula, course descriptions, faculty credentials, and library resources, as well as student admission, continuation, and exit requirements. Meanwhile, the Council’s consideration of proposals will center on system-wide aspects of each new program.

The Council is particularly interested in questions related to issues of “need” for new academic programs. These questions center around the state’s need for the proposed program as well as the institution’s need for it.

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

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

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

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

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

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

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

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

3. Spin-Off Academic Programs

Some proposals submitted to the Council seek approval for degree programs that are extensions or outgrowths of existing curricula (minors, majors, tracks, options, or concentrations). Such "spin-off" degree programs use predominantly existing courses, existing faculty, and reallocated institutional resources. The Council has delegated the authority for approval of such proposals to SCHEV staff. This spin-off designation and its associated procedures are expected to expedite approvals of such programs while also supporting institutional flexibility, responsiveness to the needs of business and industry, and entrepreneurial initiatives. Both new and spin-off programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

E. Modified Degree Programs

Some proposals submitted to the Council seek approval for programs that have modified degree requirements from the original degree program approved by SCHEV. Modified curriculum requirements may seek to address evolution in the discipline/field, respond to the needs of business and industry, or address changes mandated by discipline specific accrediting agencies. Criteria for considering a change to constitute a "modification" to a degree program as approved by Council include:

1. Changes in the degree program delivery format from what was in the originally proposal approved by SCHEV.
2. Changes to licensure qualifying status of a course of study.
3. Significant changes to the core curriculum, purpose, focus, or identity of the program.
4. Total credit hour changes to a degree program.

Modifications of degree programs are classified as simple or substantial. Simple modifications are revisions that are within the original justification for Council's approval, and which are reported to SCHEV. Substantial modifications involve revisions that are beyond the scope of the original justification(s) for Council's approval, and which require approval by SCHEV.

Simple modifications to a degree program include:

- 1) Adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the program as approved by Council.
- 2) Increasing or decreasing the total credit hours of a degree program by fewer than six credits.

Substantial modifications to a degree program include:

- 1) Changing or altering the program requirements in a way that results in a significant change to the core curriculum, purpose, focus, or identity of the program as approved by the Council or alters the requirements for the common core as determined by Council (see page 2 of this document).
- 2) Converting a degree program to a new delivery format while ceasing to offer the program in the format in which it was approved by Council.
- 3) Increasing or decreasing the total credit hours by six (6) to twelve (12) credits.
- 4) Licensure option is added to or removed from a degree program as approved by Council.

Bachelor and Associate level degree programs must demonstrate strong evidence to increase or decrease the total credit hours. Council approval may be required for substantial modifications. Increasing or decreasing the total credit hours of a degree program by more than twelve (12) credits is a new degree program and should be submitted using the procedures for a new degree program. Council approval is required.

The Council has delegated the authority for approval of program modification proposals to SCHEV staff. Final authority for degree program modifications remains with the Council. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

F. Technical Changes, Program Mergers, and Intent to Discontinue Programs

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

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

G. Additional Policies Related to Academic Programs at Public Institutions

1. Policy on Doctoral and First-Professional Programs

Doctoral degrees normally will be offered by the major research universities. Exceptions will be considered (1) if another institution has a special capacity to offer a doctoral degree, usually a professional sort as distinguished from a research degree; (2) if there is strong demand from place-bound professionals for the proposed program; or (3) if there are special circumstances that support the proposed program. For the purposes of this policy, the following institutions are considered to be the major research institutions: the College of William and Mary, George Mason University, Old Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Each institution awards doctoral degrees in many fields and all have at least one first-professional program.

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

- limitation to ten (10) or fewer doctoral level degree programs;
- doctoral programs focused on applied areas of study as opposed to fundamental research in the arts and sciences; and
- any new doctoral program proposed under this authority must be supported by compelling evidence of state need and absence of duplication with already existent doctoral programs at Virginia public institutions,

2. Policy on Programs at a New Degree Level

An institution wishing to offer one or more programs at a new degree level must simultaneously submit the program proposal(s) and follow the procedures outlined in the Council’s “Guidelines for Change in Degree-level Authority for State Institutions.” Negative action on the request to confer degrees at a new level results in the denial of the request for any programs at that level. However, approval of the new level does not automatically result in approval of the requested degree program(s). Each proposed program will be considered individually.

3. Policy on the Review of New, Spin-Off, Modified, and Merged Programs

Institutions must conduct in-depth reviews of new, spin-off, modified, and merged programs in the year following the first graduates to determine whether these programs should continue. A program that does not meet its enrollment goal by the target enrollment year may be closed immediately or given a specified period, not to exceed two years, to meet its enrollment goal or be closed.

H. Appeal of Council Action

Final authority to approve and disapprove degree programs and program actions resides with Council. If Council disapproves a degree program, an institution may appeal the Council action. An appeal filed within the designated time period shall be considered by the Council at its next meeting. Any institution filing the appeal may be invited to present the appeal at a Council meeting.

III. Procedures and Instructions for Submission of Documents

General Guidelines for All Documents

([CLICK HERE TO RETURN TO THE TABLE OF CONTENTS](#))

- Use Microsoft Word Times New Roman 12 or Arial Font for all text including appendix cover pages and page numbers. At minimum, foot notes should be in TNR or Arial 10 Font.
 - Use one inch margins and single space between narrative text.
 - Number all pages of the document. Number appendices or attachments separate from the main document. Number appendices or attachments separately.
 - Use only SCHEV official forms – edited SCHEV forms will not be accepted. Use SCHEV category headings when provided within this document.
 - Print one-sided.
 - Print documents from the Word document format—do not print documents from the PDF.
 - Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicum sites) in a labeled appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable.
 - Use a clip or rubber band—please do not bind materials.
 - For formal submissions, send two hard copies of the documentation. One document must contain an original signature on the cover letter and the resources signature page. Electronic signatures will not be accepted.
 - Address all proposal correspondence to the Director of Academic Affairs. Address all envelopes/packages to Administrative Assistant, Academic Affairs and Planning. An electronic copy on CD or flash drive is submitted upon final approval.
- Note:** No electronic copy is submitted for certificates, modified programs, technical changes (CIP code, degree designation, and title change), program mergers, or program discontinuance.
- For draft documents, submit one hard copy labeled (watermark) "draft." Include a completed SCHEV Cover Sheet. Include a cover note from the SCHEV liaison that indicates the nature of the submission, program name/title, degree designation, and CIP code and, the liaison's contact information (name, telephone number, and email address).

All requests that require institutional Board of Visitors (BOV) approval must be formally submitted to SCHEV within two years of the BOV approval date.

CONTINUED ON NEXT PAGE

Procedures for Document Submission

This section of the policy sets forth the guidelines and procedures for documents submitted to SCHEV. Due to variability in documents submitted, the minimum requirements for format and content are provided. Institutions may submit draft documents at any time for review by SCHEV staff. Actions for which documents must be submitted to SCHEV include:

- new degree programs
- new certificate programs
- program modifications
- technical changes to existing programs (CIP code change, degree designation change, name/title change) and program merger
- program discontinuance.

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

TO GO DIRECTLY TO THE SECTION, CLICK ON THE FOLLOWING LINKS:

Section	Page
<u>General Guidelines for All Documents</u>	9
<u>Guidelines and Procedures for Certificate Program Documents</u>	11
<u>Guidelines and Procedures for New Degree Program Proposals</u>	13
<u>Guidelines and Procedures for Modified Degree Program Proposals</u>	27
<u>Guidelines and Procedures for Technical Changes and Program Mergers</u>	34
<u>Guidelines and Procedures for Merger of Academic Programs</u>	37
<u>Guidelines and Procedures for Intent to Discontinue Academic Programs</u>	43
<u>Procedures and Instructions for Appeal Procedures for Council Action</u>	47
<u>Format/Order Section Headings for Degree Program Proposals</u>	48

A. Guidelines and Procedures for Certificate Program Documents

All new certificate programs must be submitted to SCHEV. Documents must be submitted to SCHEV staff at least sixty (60) days prior to the institution's desired initiation. Documents must include information required by SCHEV's policy.

Note: Use the SCHEV [Certificate Program Definitions](#) to determine degree designation level. The document is available with this policy on the SCHEV website.

B. Specific Instructions for Certificate Program Documents

1. Document Format

- Complete the SCHEV Program Proposal Cover Sheet.
- Provide a descriptive narrative to address item 2iii. (see below).
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements, Components and Forms

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

i) Letter from Chief Academic Officer

A letter from the chief academic officer must accompany the documentation for all certificate programs. The letter must:

- indicate the nature of the request and include the program name/title, certificate designation, and CIP code, initiation date, administrative unit, and the BOV approval date. If BOV approval is not required, it should be noted.;
- describe the program; and
- describe the resources needed to support the program.
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution’s chief academic officer who may be contacted regarding the program document.

ii) Program Proposal Cover Sheet

The SCHEV Cover Sheet for Program Proposals must be used to submit proposals for certificate programs (see page 16).

iii) Narrative Description

Institutions must submit information and narrative to address (at minimum) the areas and statements below. **Note:** The format for the proposal is **not** bulleted. A section heading is used for each of the following areas.

Areas include: Name of certificate, CIP code, Initiation date, Description of certificate, Target audience, Time to complete, Admission criteria, Curriculum requirements, Faculty, Course delivery format, Resources, Gainful Employment, and Course descriptions.

Note: If a certificate program exceeds the credit hours outlined in SCHEV's [Certificate Program Definitions](#), a separate heading will be needed to provide justification for the credit hour requirement.

- Include a narrative to discuss the purpose and focus of the program. Indicate what graduates will be prepared to do.
- Describe the specific individuals that will be targeted to enroll in the program.
- Include a narrative to indicate the time to complete the program for fulltime and part-time students for both degree seeking and non-degree seeking students.
- Describe the admission criteria for the program and indicate specific requirements for different populations. Include scores for all standardized tests.
- Provide a summary of the focus of the curriculum. Indicate the total number of credit hours required. Provide a list of all required courses (title designator and credit hour value), restricted electives, and electives. Describe sub areas, if applicable. Explain any requirements of the curriculum (e.g., project, internship, practicum) needed to address special requirements including requirements of a licensing or accrediting organization.
- Summarize faculty credentials and indicate availability and use of existing faculty. If using adjunct faculty, indicate the credentials and level of support that would be used to offer the program.
- Include a narrative to explain how the program will be delivered. If traditional, indicate space resources and if online, institutional resources (technology) to support online instruction. Indicate faculty training to teach online courses. Indicate the institution's ability and resources to support the delivery format.
- Explain resources to offer the certificate. Indicate additional resources or costs (e.g., administration, faculty), if needed. Indicate the institution's ability to support the certificate with existing resources.
- Indicate whether the certificate is a Gainful Employment program.
- Provide the course description for all required courses and restricted electives.

C. Guidelines and Procedures for New Degree Program Proposals

- All new program proposals and all health-related proposals, new or spin-off, must be reviewed and approved by Council. Proposals for new degree programs must be submitted to SCHEV staff at least nine months prior to the institution's desired initiation date. Proposals for spin-off degree programs must be submitted to SCHEV at least ninety days prior to the institution's desired initiation date. All degree program proposals must include the information required by SCHEV's policy. For information on the schedule of Council meetings, consult SCHEV's web site. Prior to seeking institutional boards' approval, institutions may submit draft proposals to Council staff for comments, advice, and/or preliminary feedback.
- If an institution applies for a change in degree-granting status or submits a large number of proposals at once, it should allow more time for Council action. Similarly, if SCHEV staff receives a large number of proposals in a short time period, proposals will be considered for inclusion on the Council's next agenda on a first-come basis.
- Proposals for spin-off degree programs are eligible for review and approval by SCHEV's staff if they will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty. SCHEV reserves the right to determine whether a proposal will be considered as a new program or spin-off program.
- Approval to initiate a degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.
- Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) if the new program significantly modifies or expands the scope of the institution.
- For new degree programs at the doctoral level, institutions must arrange and fund a site visit by at least two qualified external reviewers (plus a SCHEV staff member); this site visit must be completed at least eight weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers should be provided with copies of the program proposal prior to the visit and should be charged with preparation of a written report, which must be submitted to the institution and to SCHEV no later than two weeks after the site visit. Institutions must provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report.
- For spin-off degree programs at the doctoral level, after the proposal has been submitted and approved by SCHEV staff, institutions must submit to SCHEV a summary of two external reviewers' comments on the program proposal. If reviewers' reports raise significant questions and/or offer specific recommendations regarding the programs or the proposals then institutions must submit written responses to SCHEV and the reviewers; one electronic and one hard copy of the institutional response should be submitted to SCHEV and one electronic copy should be submitted to the reviewers within two weeks of receipt of reports, unless subsequent action by an institution's board is needed. Electronic copies of external reviewers' comments must be submitted to SCHEV staff.

- One hard copy of reviewers' Curriculum Vitae must be sent to SCHEV. The copy can be submitted with the program proposal.

D. Specific Instructions for New and Spin-Off Program Proposals

1. Proposal Format

- Complete the SCHEV Program Proposal Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative that addresses items 2iii. and 2iv. (see page 17 and 20) in sufficient detail to inform reviewers who may not be familiar with the discipline.
- Complete the SCHEV Summary of Projected Enrollments form.
- Provide a descriptive narrative that addresses item 2vi. (see page 24) to explain all resources needed to support the proposed program.
- Complete Resource Needs: Part A form, Part B and C form, and Part D: Certification Statement(s).
- Insert any forms or attachments in a labeled appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy.
- Include documentation for contracts, MOU/MOA, or other agreements with external resources (e.g., business, institution of higher education, government agency), if appropriate.
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements, Components and Forms

Proposals for new and spin-off programs must include seven components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a "Program Proposal Cover Sheet"; (iii) a description of the proposed program containing the information listed below; (iv) a justification for the proposed program containing the information listed below; (v) a "Summary of Projected Enrollments in Proposed Program" form; and (vi) a description of projected resources needs containing the information listed below and Part A, the "Projected Resource Needs for Proposed Program" form Part B and C, and Part D: Certification Statement(s)" form; and (vii) a table of contents.

i) Letter from Chief Academic Officer

A letter signed by the chief academic officer must accompany the program proposal for all new and spin-off programs. The letter must:

- indicate the nature of the request and include the program name/title, degree designation, and CIP code, initiation date, administrative unit, and the BOV approval date. If BOV approval is not required, it should be noted.;
- provide a description of the program;
- explain how the proposed program will fit with the institution's mission;
- describe what the institution will stop doing or do differently in order to initiate the program, including degrees proposed for closure or consolidation;
- describe funding plans for the proposed program including the institution's commitment to the proposed program in terms of faculty, financial, and physical resources; and
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program proposal.

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

ii) Program Proposal Cover Sheet

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

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

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

iii) Description of Proposed Program

Institutions are to submit a proposal indicating the purpose and rationale for a proposed degree program. A detailed narrative description of the program must address (at minimum) the key questions below. **Note:** The format for the proposal is **not** bulleted. A guide with the section headings to format the proposal can be found on page 48 and 49 of this document.

- Provide a background of the proposed program including the institution's name, location of the program, and initiation date (semester/year) of the program. Is the program a collaboration of campus units (e.g., departments, schools, or colleges)? What is the purpose of the degree program? Discuss the focus/intent of the program. What purpose will graduates serve and what are graduates needed to do? Is the degree program in an emerging or cutting-edge area? A brief history of evolution and/or a description of the program area should be provided.
- What is the relationship of the proposed program to the institution's mission? How does the degree program align with the institution's mission? Is the program a result of the institution's strategic plan?
- If all or part of the curriculum will utilize any variation of on-line/electronic delivery, provide a complete description of the plan, courses, and resources available. Indicate faculty credentials and training to provide on-line instruction.
- If the program will seek accreditation, which accrediting organization will be used? When (in which year) will accreditation be sought?
- What are the admission criteria for the proposed program? Will the administering unit require additional admission standards from the institution? Will transfer credit be accepted to fulfill program requirements? If so, how many credits?
- Who is the target population for the proposed program? Indicate specific groups.
- How many credit hours are required for the proposed degree? **Note:** Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. What is the focus of the curriculum? What are strengths of the curriculum? Institutions are to include the curriculum detailing course information (title, designator, and credit hour value) and the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). Include a description of the focus/purpose of sub areas (areas of emphasis, concentrations, focus areas, majors, options, or tracks) and the required courses. As appendix items, include a sample plan of study by semester for full-time and part-time students. Include course descriptions for new and existing (major) courses. Denote which courses are new in text and in the appendix. Information may be requested for other courses included in the curriculum. Additional information is required for some masters and doctoral level degree program requirements.

- Is the proposed program a spin-off? If so, how are the curricular of the existing and proposed program the same/similar? How are they the different? All spin-off proposals must include the current curriculum requirements (including major, concentration, focus, or track courses) of the existing degree program approved by the State Council. As an appendix item, include a comparison chart of all of the curriculum requirements of the existing degree program and the spin-off degree program.
- What is the student retention and continuation plan? What specific processes, requirements, or activities will be established to ensure students are retained and supported to graduation?
- What is the time to degree for full-time and part-time students?
- What are the faculty resources including number to participate in the program, number to teach core courses and, their depth and breadth in the discipline? How will the existing faculty be utilized? What external funding sources are faculty receiving, (if applicable)? Which faculty are receiving funding for research, how many grants have been received, and how much funding has been secured (if applicable)? Will new faculty be hired? What credentials will be sought or required and at what rank will new faculty be hired?
- How will adjunct faculty and graduate assistants be utilized (if applicable)?
- How will the program be administered? Who will be responsible for administering the program and what are the person's responsibilities? Will new personnel be hired to administer or support the program? If so, what will be the position title and what credentials will be sought? What will be the person's responsibilities to the program? Was an external advisory board established for the program? If so, who are the members? How long will members serve? How will the board serve/support the program? As an appendix item, include the name, position title, credential, and company name for each board member.
- With the assistance of the institution's director of assessment or the assessment office, complete the following items: 1. What learning outcomes (knowledge and skills) are graduates expected to demonstrate? 2. When and how does the institution plan to assess student learning? 3. How does the assessment plan fit into the institution's overall program review? 4. What are the value-added assessment tools, (if applicable)? Institutions may include a curriculum map for all required courses.
- What employment skills/workplace competencies will graduates possess? What will graduates be able to do on a job? **Note:** Abilities, skills, and competencies should be appropriate to the curriculum and degree level of the program.
- When and how does the institution plan to assess/evaluate the degree program? What is the review cycle for the program? When will the institution conduct reviews? Who will conduct reviews? In what year will the first institutional level review occur? In what year will the Board of Visitors review the program (if applicable)?

- What are the benchmarks (include numeric) by which the program will be deemed successful and when will they be applied? What will the institution do if the program does not meet the benchmarks? These benchmarks may include, job placement (within a specific time period), acceptance rates into graduate studies, satisfaction of employers, and satisfaction of graduates with the program.
- Is this program an expansion of an existing certificate, option, concentration, track, minor, or major? If so, what has occurred that indicates a need exists to elevate the program to a degree program. What courses or faculty will be added? Will approval of the program result in closure of the existing certificate, option, concentration, track, minor, or major?
- Is the proposed program similar or related to existing degree programs offered by the institution? If so, explain the similarities and differences between existing degree programs and the curriculum of the proposed program. Include the name/title, degree designation, and location of existing degree programs. **Note:** degree programs must be at the same degree level as the proposed degree program.
- Can the proposed program operate without compromising existing programs? How will the initiation and operation of the proposed program affect the operation of existing degree programs? Will any degree program(s) close as a result of the initiation of the proposed program?
- If this is a collaborative program with another institution of higher education or with a business, explain the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Describe how the program will be administered and which institution(s) will award the degree. Include all documents such as contracts, Memorandum of Understanding (MOU), and articulation agreements that demonstrate support for the collaboration.

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iv) Need for the Proposed Program

Institutions must submit a proposal indicating justification for a proposed degree program. A detailed narrative must address the key areas below. **Note:** The format for the proposal is not bulleted.

Justification for Proposed Program

Response to Current Needs (Specific Demand)

- Provide detailed, objective documentation and verification of the need for the degree program. Provide information to address specific events and rationale for the proposed program. For example, what is occurring in the field and/or society that warrants/indicates a demonstrated need for the proposed program at the proposed level? What evidence demonstrates that the degree program is needed? What evidence demonstrates that the Commonwealth needs this degree program or will need it in the future (visionary) to address emerging disciplines, industry, or societal needs. How was future need determined?
- Information should be quoted where appropriate. Include in-text citations for all quoted information. For citations, footnotes are suggested. **Note:** Excerpts of publications (documents, books, or articles) not available on the internet can be included in the appendix, particularly when quoted information provides strong supportive evidence of need.

Employment Demand

- Provide evidence of employer demand for graduates, including current and future need for such graduates. Evidence of demand should include:

Labor market information and data appropriate to the scope of the program (including local, regional, and national information and data). Statistics from the U.S. Department of Labor, Bureau of Labor Statistics (10-year) and the Virginia Employment Commission (annual and 10-year) to reflect future employment demand. Provide full citations (use in-text citations for reference list) for sources of information. APA style is acceptable.

Examples of position announcements from the internet, professional organizations, or other sources of information about jobs appropriate to the degree program. Job advertisements must be appropriate to the program's curriculum, learning outcomes, and degree level (e.g., if a master's degree is proposed, advertisements that only require a bachelor's degree should not be submitted). Advertisements for bachelor-level programs must require (not prefer) a bachelor's degree. A minimum of twenty (20) employment advertisements should be submitted and include announcements for Virginia. Employment advertisements must reflect information obtained within six (6) months of formally submitting the proposal to SCHEV and include the job title, duties, education level, location, and date of announcement. Original documents should be provided. Advertisements should be printed directly from the internet and size-adjusted for readability.

If applicable, letters of support from prospective employers that include a statement of need for these graduates and potential employment opportunity. SCHEV discourages form letters. Letters must be written on company letterhead, signed, and indicate the author's position/title.

iv) Need for the Proposed Program (continued)

Student Demand

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

A descriptive narrative/full report of student survey results including date administered. Provide an **original** copy (unedited/without revision or added text) of any surveys administered. Survey results can be included as a separate document.

Letters or emails of support from prospective students that include a statement of interest for program and/or indicate enrollment in the program. Original emails unedited and printed from the web and/or letters should be provided. All personal information such as the student's name and email address should be redacted.

A descriptive narrative of enrollment data from existing program areas such as concentrations, emphasis areas, focus areas, options, or tracks. Information should reflect enrollment over time and within at least 3 years of submitting the proposal to SCHEV.

Information concerning lack of seat availability for qualified applicants at other public institutions in Virginia. Information should include data on the number of applications, the number of qualified students accepted, and the number of qualified students enrolled. Information should show data within 2 years of submitting the proposal to SCHEV and must represent the public institutions in closest proximity to the institution proposing the degree program. Source(s) of information must be cited.

A summary, with data and citations, of any other sources that document student demand in Virginia.

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

Duplication

- Provide evidence that the proposed program is not unnecessarily duplicative of degree programs at other public institutions in Virginia. Discuss the number of such similar or related degree programs in the region and state. Explanation of duplication must include the following:
- Institution's name, the degree program name/title, and degree designation.

- A detailed narrative of how the proposed program's curriculum is similar to and different from other degree programs in the state. Specifically, discuss the focus of the program, the specific course requirements for the core program, experiential learning requirements, and required sub areas of the program (e.g., tracks, concentration, or focus areas), if applicable. Delivery format can be addressed. Institutional resources, faculty, and general program information are not included.
- Data for the number of students enrolled (headcount) and the number of graduates over the past five years. Data must come from SCHEV's Data Warehousing unit. Provide a citation for the source of information.
- Information specific to location, local or regional employment opportunities, and other resources, if applicable that demonstrates the proposed program is not unnecessarily duplicative of degree programs at other institutions in Virginia.

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v) **Summary of Projected Enrollments in Proposed Program**

Complete and submit the form below.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- **Assumptions: Provide data** for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the program.

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__			20__ - 20__		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

vi) Projected Resource Needs for the Proposed Program

Instructions:

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

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

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

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

For the forms:

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

RESOURCE NEEDS

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes No
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes No
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes No
- Will each type of space for the proposed program be within projected guidelines? Yes No
- Will a capital outlay request in support of this program be forthcoming? Yes No

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

	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
TOTAL	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

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year		Expected by Target Enrollment Year	
	20__ - 20__		20__ - 20__	
Full-time faculty	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain the proposed program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the proposed program.

Funding Source	Program initiation year 20__ - 20__	Target enrollment year 20__ - 20__
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>		
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ _____
Signature of Chief Academic Officer

E. Guidelines and Procedures for Modified Degree Program Proposals

- Degree program modifications are classified as either simple or substantial. Notifications for simple modifications are reported to SCHEV. Requests for substantial modifications are reviewed and approved by SCHEV staff. All documents for modified degree programs must be submitted to SCHEV staff at least ninety (90) days prior to the institution's desired initiation date. Institutions may submit draft proposals to Council staff for review and guidance. To submit a draft document, mail one hard copy labeled "draft" to SCHEV.
- Simple modifications to a program include: 1) increasing or decreasing the total credit hours of a degree program by fewer than six credits; 2) adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the program as approved by Council.

Note: Changes to the total credit hours for certificate programs must also be reported to SCHEV. Changes to certificate programs should maintain the designation level and remain within the definition as determined by SCHEV's [Certificate Program Definitions](#) (available on SCHEV's website).

- Substantial modifications to a program include: 1) increasing or decreasing the total credit hours by six (6) to twelve (12) credits; 2) changing or altering the program requirements in a manner that results in a significant change to the core curriculum, purpose, focus, or identity of the program as approved by the Council, or alters the requirements for the common core as determined by Council (see page 2 of this document); 3) converting a degree program to a new delivery format while ceasing to offer the program in the format in which it was approved by Council; and 4) the addition or removal of a licensure option to a degree program as approved by Council.
- SCHEV reserves the right to request additional information – including a proposal for a new degree program – in cases where program curriculum has undergone change(s) not approved by SCHEV since approval by Council.

F. Specific Instructions for Modified Degree Program Proposals

1. Proposal Format

- Complete the SCHEV Modified Academic Degree Program Proposal Cover Sheet.
- Provide a table of contents.
- For a simple modification, provide a descriptive narrative that addresses item 2iii. (see page 30) in sufficient detail to inform reviewers who may not be familiar with the discipline.
- For a substantial modification, provide a descriptive narrative that addresses item 2iv. (see page 30) in sufficient detail to inform reviewers who may not be familiar with the discipline.; complete a SCHEV Summary of Projected Enrollments form (see page 33); provide a descriptive narrative that addresses item 2vi. on page 24 to explain all resources needed to support the proposed program; and complete the Resource Needs: Part A form, Part B and C form, and Part D: Certification Statement(s) on pages 24 – 26.

- Insert any forms or attachments in a labeled appendix.
- Include documentation for contracts, MOU/MOA, or other agreements with external resources (e.g., business, institution of higher education, government agency), if applicable.
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements, Components and Forms

Proposals for modified academic degree programs must include six components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a “Modified Academic Degree Program Cover Sheet”; (iii) a description of the proposed simple modification containing the information listed below or (iv) a description of the proposed substantial modification program containing the information listed below; (v) a “Summary of Projected Enrollments in Proposed Program” form; (v) a description of projected resources needs containing the information listed below for a simple or substantial modification; and (vi) a table of contents.

i) Letter from Chief Academic Officer

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

- indicate the nature of the request and include the program name/title, degree designation, and CIP code, initiation date, administrative unit, and the BOV approval date. If BOV approval is not required, it should be noted.;
- provide a description of the modification;
- explain how the proposed modified program will fit with the institution’s mission;
- describe funding plans for the proposed modified program, including a description of the institution’s commitment to the program (in terms of faculty, financial, and physical resources); what the institution will stop doing or do differently in order to initiate it, or degrees proposed for closure or consolidation; and
- include contact information of person(s) other than the institution’s chief academic officer who may be contacted regarding the document.

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

ii) Modified Program Proposal Cover Sheet

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
MODIFIED ACADEMIC DEGREE PROGRAM
COVER SHEET**

1. Institution	2. Type of Modification (Check all that apply) Credit hours <input type="checkbox"/> Curriculum change <input type="checkbox"/> New delivery format <input type="checkbox"/>
3. Name/title, existing degree program	
4. New program name/title (if applicable)	
5. Degree designation, existing program	6. CIP code, existing degree program
7. Original degree program approval date (month and year) by Council _____ Degree designation and name/title _____ CIP code (If degree program was approved after 1980.) _____	
8. Delivery Format(s), existing program (face-to-face/site-based, web-based, hybrid, satellite)	
9. Delivery Format(s), modified program (face-to-face/site-based, web-based, hybrid, satellite)	
10. Term/year of initiation, modified program	11. Term/year of first graduates, modified program
12. For community college: local board approval date	13. Date approved by Board of Visitors or State Board for Community Colleges
14. If the existing or modified program is/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s).	
15. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Department(s) or division of _____ School(s) or colleges of _____ Campus(es) or off-campus site(s) _____	
16. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.	

iii) Description of Simple Modified Program

Institutions must submit documentation to SCHEV to report simple modifications to programs. Documentation addresses (at minimum) the key questions below. **Note:** The format for the proposal is **not** bulleted. For a guide with section headings to format the proposal, see the "[SCHEV Modified Document Format/Order of Section Headings](#)."

- Provide the name/title, degree designation, CIP code, initiation date (semester/year), and location of the modified program.
- What modification is to occur?
- Provide a background of the program and explain what the actions that led to the program modification.
- Will modifications be made to the curriculum of the program? If yes, provide a detailed explanation. Provide a comparison chart to show the existing curriculum requirements and the resulting curriculum, if applicable.
- Will the modification impact time to complete the program? If so, describe the impact to fulltime and part-time students.
- What is the rationale for the program modification? Why is the modification needed at this time?
- Is the delivery format of the program changing? If yes, provide a detailed explanation. Will the existing program continue to be offered in the original format as approved by Council?
- What resources are needed to offer the program online or site-based, if applicable? How will faculty be prepared to offer online instruction? What assessments will occur to monitor academic quality and rigor of the program?
- Describe the resources needed to support the modified program and the anticipated effects(s) of any allocation and/or reallocation of funds and faculty within the funding source(s). Will any new resources be needed for the program modification? If yes, provide a detailed explanation. Provide a detailed explanation of the effects of any projected reallocation or savings of resources.

iv) Description of Substantial Modified Program

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

- Provide a background of the program including the name/title, degree designation, location, and initiation date (semester/year) of the modified program.
- What is the proposed modification?

- What is the purpose of the modified program? What is the focus of the modified program? Has the purpose and/or focus of the existing degree program changed? If so, describe the changes. For what purposes are graduates needed? What will graduates be prepared to do/address?
- What is occurring or has occurred to prompt the proposed modification? Provide a brief history of the evolution or changes to the discipline, industry in which graduates are employed, accreditation standards, or institutional resources.
- Will admission requirements for the modified program differ from admission requirements for the existing program?
- Provide a description of the curriculum of the new modified degree program. How many credit hours are required for the proposed modified degree? Note: Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Institutions are to discuss the focus of the curriculum and program strengths or areas of emphasis of the required coursework. The curriculum should be formatted to show the courses (title, designator, and credit hour value) required for general education courses, additional special courses, core/foundation courses, research/methods courses, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). If sub areas are included, a description of the focus and the courses are required. Denote which courses are new. As an appendix item, provide a sample plan of study by semester for full-time and part-time students. As an appendix item, provide a comparison table to show existing degree program requirements and the proposed new modified degree program.
- Will all or part of the curriculum utilize any variation of on-line/electronic delivery? If yes, provide a complete description of the plan, resources, faculty training, and courses.
- Is the existing degree program being modified to add or remove a licensure qualifying curriculum? If adding a curriculum, provide a chart to show a comparison of the program requirements of the existing degree program and the proposed curriculum. If removing a curriculum, provide a description of the remaining degree program requirements. What effects will the licensure qualifying program have on state needs for qualified professionals, student enrollment, and the institution?
- What learning outcomes (knowledge and skills) are graduates expected to demonstrate? When and how does the institution plan to assess student learning?
- What employment skills/workplace competencies will graduates possess? Note: Skills and competencies should be appropriate to the curriculum and degree level of the program.
- What is the rationale for the new modified degree program? Include support documentation (e.g., accrediting organization's requirements, industry regulations, licensing board requirements).

- What is the estimated headcount and FTES for students for the modified program? What assumptions are made? If the projected headcount and FTES differ from the historical figures, explain why the change is projected. Complete the “Summary of Projected Enrollments” form below.
- Is the modified program duplicating existing programs in the state? If so, indicate the institution, the name/title of the program, and degree designation.
- What resources are needed to offer the degree program on-line, if appropriate? Will any new resources be needed? If yes, provide a detailed explanation. Will existing resources need to be updated? If yes, provide a detailed explanation. How will faculty be prepared to offer on-line instruction? What assessments will occur to monitor?
Note: Requests to modify degree programs should be submitted with the academic quality and rigor of the program.
- What are the resources needed to initiate and operate the modified degree program? Provide a narrative using the “Instructions for Projected Resource Needs for the Proposed Program” in section 2vi. (see page 24). Include "Resource Needs": Part A form, the “Projected Resource Needs for Proposed Program” form Part B and C, and Part D: Certification Statement(s)” form (see pages 24 – 26).

Note: Requests to modify degree programs should be submitted with the understanding that no new state funds will be requested to support the modified program.

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v) Summary of Projected Enrollments in a Modified Program

Complete and submit the form below.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)**, **annual full-time equivalent student (FTES) enrollment** (Round the FTES to the nearest whole number), and **annual number of graduates (GRAD)** of the modified program.
- **Assumptions: Provide data** for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note: **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the modified program.

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__			20__ - 20__		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

IV. Guidelines and Procedures for Technical Changes and Program Mergers

A. General Guidelines for Program Action Changes

- All requests for technical changes must be reviewed and approved by Council. Requests for technical changes (i.e., CIP code, degree designation, or name/title) must be submitted to SCHEV staff at least sixty (60) days prior to the institution's desired initiation date. Requests for technical changes to existing programs and program mergers must include the information required by SCHEV's policy.
- Proposed changes to existing programs are eligible for review and approval by SCHEV's staff if such changes will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty.
- SCHEV reserves the right to request additional information – including a proposal for a new degree program – in cases where program curriculum has undergone change(s) not approved by SCHEV since approval by Council.

B. Specific Instructions for Technical Changes to Programs

1. Proposal Format

- Complete the SCHEV Cover Sheet for Revising An Academic Program.
- Provide a table of contents.
- Provide a descriptive narrative to address item iii. (see below).
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements, Components and Forms

Proposals for program action changes must include four components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a “Revising An Academic Program Name/Title, CIP Code, or Degree Designation Cover Sheet”; (iii) a description of the proposed program action containing the information listed below; and, (iv) a table of contents.

i) Letter from Chief Academic Officer

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

- indicate the nature of the request and include the program name/title, degree designation, and CIP code, initiation date, administrative unit, and the BOV approval date. If BOV approval is not required, it should be noted.;
- provide a description of the change;

- explain how the proposed changed program will fit with the institution’s mission;
- describe the institution’s commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources);
- describe the resources needed to support the change; and
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution’s chief academic officer who may be contacted regarding the proposal.

ii) Program Action Proposal Cover Sheet

The SCHEV Cover Sheet “Revising An Academic Program Title, CIP Code, or Degree Designation” must be used to submit proposals (see below).

iii) Narrative Description

Institutions must submit a detailed narrative to address (at minimum) the key statements below. **Note:** The format for the proposal is **not** bulleted.

- Include a background narrative to describe factors prompting the proposed change.
- Include a detailed rationale providing justification for the revision/change. Include support documentation as needed.
- Include the curriculum for the existing degree program and the revised degree program and explain changes to curricular requirements. Provide a chart indicating course changes and requirements, if needed.
- Describe the resources needed to institute the change. Include information for administration, faculty, and program support, if applicable. An itemized budget to show resources for signage, paper products, websites, promotional materials, and miscellaneous items should be included.
- Include supportive evidence (e.g. course descriptions, accrediting agency documentation, federal government requirements, etc.) in an appendix, as needed.

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
REVISING AN ACADEMIC PROGRAM
NAME/TITLE, CIP CODE, OR DEGREE DESIGNATION
COVER SHEET

1. Institution	2. Program Change (Check all that apply): Name/Title <input type="checkbox"/> CIP code <input type="checkbox"/> Degree/Certificate designation <input type="checkbox"/>
3. Name/title, existing program	
4. Degree/certificate designation, existing program	5. CIP code, existing program
6. Last term and year for granting existing degree/certificate	
7. New program name/title (if applicable)	
8. Degree designation, add <input type="checkbox"/> revised <input type="checkbox"/>	9. CIP code, revised program
10. Term and year of initiation, revised program	11. Term and year of first graduates, revised program
12. Date approved by Board of Visitors	
13. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
14. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Department(s) of _____ Division(s) of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____	
15. Name, title, telephone number(s), and email address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the revision.	

Guidelines and Procedures for Merger of Academic Programs

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

1. Proposal Format

- Complete the SCHEV Merged Academic Degree Program Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative that addresses item iii. (see page 40).
- Provide a descriptive narrative that addresses the projected resource needs as detailed in item v. (see page 42).
- Complete the SCHEV Projected Number of FTE and Other Positions for the Merged Program form.
- Complete a SCHEV Summary of Projected Enrollments form.
- Complete the SCHEV Intent to Discontinue an Academic Program for each degree program (see pages 43 - 46).
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements, Components, and Forms

Proposals for merging programs must include eight components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a “Merged Academic Degree Program Cover Sheet”; (iii) a narrative description of the proposed merged program addressing the statements below; (iv) the “Summary of Projected Enrollments in the Proposed Program” form; (v) an explanation of resources and the “Projected FTE and Other Positions for the Merged Program” form; (vi) the “Part D: Certification Statement(s)” form on page 26; and, (vii) an “Intent to Discontinue an Academic Program” form for each program to be merged (see page 45); and, (viii) a table of contents. SCHEV reserves the right to request additional information if needed.

i) Letter from Chief Academic Officer

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

- indicate the nature of the request and include the name/title, degree designation, and CIP code for the degree programs proposed for consolidation and the new merged degree program, initiation date, administrative unit, and the BOV approval date.
- provide a description of the change and include a description of the proposed merged degree program;

- explain how the merged program will fit with the institution's mission;
- describe the intent to discontinue degree programs and include the degree designation and name/title for the degree programs. Indicate whether the degree programs are in a critical shortage area;
- describe the institution's commitment to the proposed program in terms of resources (e.g., faculty, financial, and physical resources);
- describe funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it. Indicate new resources and/or cost savings.
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program proposal.

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

ii) Merged Program Proposal Cover Sheet

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

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
MERGED ACADEMIC DEGREE PROGRAM
COVER SHEET

1. Institution			
2. Degree designation, program name/title, and CIP code, existing degree program #1			
3. Degree designation, program name/title, and CIP code, existing degree program #2			
4. Degree designation, program name/title, and CIP code, all additional existing programs			
5. Last term/year for granting existing degree program#1	Degree program #2	Degree program #3	All additional programs
6. Degree designation and program name/title, merged degree program			
7. CIP code, merged program:		8. Term/year of initiation, merged program	
9. Term/year of first graduates, merged program		10. Date approved by Board of Visitors	
11. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____			
12. If existing or merged programs are/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s)			
13. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Department(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____ Mode(s) of delivery: face-to-face _____ distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____			
14. Name, title, telephone number(s), and email address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the merger.			

iii) Narrative Description

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

- Provide a background of the proposed merged program including the institution’s name, location of the program, and initiation date (semester/year) of the program. What is the purpose of the degree program? Discuss the focus/intent of the program. What purpose will graduates serve? What prompted the merger? Include a brief history of discipline changes or institutional actions, if needed.
- What are the degree programs to be discontinued? Indicate the program location.
- Provide a description of the curriculum of the new merged degree program. How many credit hours are required for the proposed degree? **Note:** Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A.&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. What is the focus of the curriculum? Institutions are to include the curriculum detailing course information (designator, title, and credit hour value) and the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). As appendix items, include a sample plan of study by semester for fulltime and part-time students. Include course descriptions for new and existing courses.
- With assistance of the institution’s assessment office, complete the following items: What learning outcomes (knowledge and skills) are graduates expected to demonstrate? When and how does the institution plan to assess student learning? How does the assessment plan fit into the institution’s overall program review? Institutions’ may include a curriculum map for all required courses.
- What employment skills/workplace competencies will graduates possess? **Note:** Skills and abilities should be appropriate to the curriculum and degree level of the program.
- When and how does the institution plan to assess/evaluate the degree program? What is the review cycle for the program? When will the institution conduct reviews? Who will conduct reviews? In what year will the first institutional level review occur? In what year will the Board of Visitors review the program (if applicable)?
- What are the benchmarks (include numeric) by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into graduate studies, and satisfaction of employers and graduates with the program.
- What are the reasons/the rationale for the proposed merger? Include support documentation (e.g., accrediting organization’s requirements, industry regulations, licensing board requirements), if applicable.

- What is the estimated headcount and FTES for students for the merged program? What assumptions are made? If the projected headcount and FTES differ from the historical figures, explain why the change is projected. Are existing faculty resources adequate to support the merged program?
- Is the merged program duplicating existing programs in the state? If so, indicate the institution, the name/title of the program, and degree designation.
- What are the resources needed to initiate and operate the merged degree program? What are the effects of any projected reallocation or savings of resources? **Note:** Requests to merge degree programs should be submitted with the understanding that no new state funds will be requested to support the merged program.

iv) Summary of Projected Enrollments in the Merged Program

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

- With the assistance of the institution’s planning or Institutional Research office, complete and attach the “Summary of Projected Enrollments in Proposed Program” form. The form below and complete instructions can be found on page 23 of this document.
- Provide **fall headcount enrollment (HDCT)**, **annual full-time equivalent student (FTES) enrollment** (Round the FTES to the nearest whole number), and **annual number of graduates (GRAD)** expected for each year after the target enrollment year.
- Assumptions: **Provide data** for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__			20__ - 20__		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
MERGED ACADEMIC DEGREE PROGRAM
RESOURCE NEEDS**

v) Projected Resource Needs

Instructions:

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

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

Note: In addition, provide an explanation to address the following two statements. The explanation is given in “2. Statement of Impact/Funding Source(s)” on the “Part D: Certification Statement(s)” form. Institutions do not have to complete “1. Estimated \$\$ and funding to source to initiate and operate the program” on the form.

- Describe the resources needed to support the merged program and the anticipated effect(s) of any allocation and/or reallocation of funds and faculty within the funding source(s).
- Provide a detailed explanation of the effects of any projected reallocation or savings of resources.

PROJECTED POSITIONS FOR THE MERGED PROGRAM

Complete the following table.

Part B: Fill in the number of FTE and other positions for the merged program

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

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

V. Intent to Discontinue Academic Programs

A. General Guidelines for Intent to Discontinue Academic Programs

- All notifications for closure of academic programs must be submitted to SCHEV. All discontinuances of degree programs must have approval from the institution's Board of Visitors (BOV). Notifications of intent to discontinue degree programs should be submitted to SCHEV prior to the program closure or ceasing enrollment, particularly programs in critical shortage areas. All documents for an intent to discontinue programs or degree designations must be submitted to SCHEV staff at least ninety (90) days prior to the desired date to initiate teach-out. Requests for the intent to discontinue academic programs must include the information required by SCHEV's policy.
- The termination date for reporting degrees should not exceed **seven** years beyond the last date for reporting new enrollments.
- An institution seeking to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program), must submit documentation that includes the components noted below. **Note:** SCHEV staff approval **is required** to remove a degree designation from a program and the request must be submitted **prior** to closing or ceasing enrollment in the degree designation.
- The intent to discontinue a degree program or a degree designation of a program in a critical shortage area requires additional information to justify closure. If program closure is in a critical shortage area, question #11 on the Intent to Discontinue form must be completed. For teacher education programs, institutions can determine if a program is in a critical shortage area by visiting the Virginia Department of Education's (VDOE's) website. For a list of jobs, trades, and professions for which a high demand for qualified workers exists, institutions can visit the Virginia Employment Commission (VEC) and the United States Department of Labor, Bureau of Labor Statistics (BLS) websites.

B. Specific Instructions for Intent to Discontinue Academic Programs

1. Document Format

- Complete the SCHEV Intent to Discontinue An Academic Program Cover Sheet.
- Provide a table of contents.
- Provide a narrative to address item iii. (see page 46).
- Insert any support documentation (e.g., charts or cited documents) in a labeled appendix, if appropriate.
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements, Components, and Forms

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

i) Letter from Chief Academic Officer

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

- indicate the nature of the request and include the program name/title, degree designation, and CIP code, termination date, administrative unit, and the BOV approval date. If BOV approval is not required, it should be noted.; **Note:** BOV approval is required to discontinue a degree program.
- indicate the reason for the intent to discontinue the academic program or degree designation;
- indicate the institution’s plan to address state needs if the program is in a critical shortage area;
- describe the institution’s commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources), if applicable;
- describe the resources needed to support the change, if applicable; and
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution’s chief academic officer who may be contacted regarding the document.

ii) Intent to Discontinue Proposal Cover Sheet

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

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
INTENT TO DISCONTINUE AN ACADEMIC PROGRAM
COVER SHEET**

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

iii) Narrative Description

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

- Indicate the degree/certificate designation, name/title, and CIP code of the program.
- Indicate the date the program would no longer be available.
- Include a background narrative to describe factors prompting the closure of the program or degree designation.
- For degree designations, include the curriculum for the existing program and the revised program and explain changes to curricular requirements, if applicable.
- Include a rationale providing justification for the intent to discontinue the program or degree designation. Provide support documentation, if needed.
- For degree programs or degree designations in a critical shortage area, include a detailed explanation for the intent to discontinue the program. What will the institution do to address regional and state need for graduates of such academic programs? Provide support documentation, if needed.
- Describe the institution's plans to "teach out" current students. Include the number of students. What is the teach-out date (semester and year to semester and year)? When (semester and year) does the institution anticipate students graduating?

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VI. Procedures and Instructions for Appeal of Council Action

[\(CLICK HERE TO RETURN TO TABLE OF CONTENTS\)](#)

A. Guidelines and Procedures for Appeal of Council Action

- Council has authority to approve and disapprove degree programs. If Council disapproves a degree program, an institution may appeal Council action. An institution seeking to appeal Council action must file documentation within sixty (60) days of the disapproval.
- An appeal filed within the designated time period shall be considered by the Council at its next meeting. Any institution filing the appeal may be invited to present the appeal at a Council meeting.

1. Document Format

- Include appropriate section headings.
- Include a table of contents.
- Include quoted evidence and in-text citations.
- Insert any charts, publications, if needed, and other support documents in a labeled appendix, if appropriate.
- See General Guidelines for All Documents on page 9 of this document.

2. Proposal Requirements and Components

Documents for an appeal must include four components: (i) a cover letter signed by the president containing the information listed below; (ii) supportive evidence of justification for the appeal; (iii) a revised proposal of the original request, if needed; and, (iv) a table of contents.

i) Letter from the President

A cover letter signed by the president must accompany the request to appeal Council action. The letter must:

- indicate the nature of the request and include the program name/title, degree designation, and CIP code, initiation date, administrative unit, the BOV approval date, and the Council date the program was not approved.
- explain the reasons for the appeal; and
- describe institutional commitment and, support and resources for the program.

ii) Evidence of Justification

Institutions must submit support documentation to show justification for the appeal. A detailed explanation should include compelling evidence of need by the state and can include need, nationally and globally.

[Format/Order of section headings for degree program proposals submitted to SCHEV](#)

([CLICK HERE TO RETURN TO TABLE OF CONTENTS](#))

Note: This outline is provided for convenience and guidance in formatting program proposals submitted to the State Council. All section headings are **not** included and program proposals may include additional headings and sections. Section headings should be maintained (text and order) as indicated. Specific requirements regarding format and content can be found on pages 5-6, 9, and 17-26 of this document, the official “ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS: POLICIS AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES.”

Description of the proposed program

Program Background

Mission

Admission Criteria

Target population

Curriculum

Student Retention/Continuation Plan

Faculty

Program Administration

Student Assessment

Employment Skills/Workplace Competencies

Program Assessment

Benchmarks of Success

Expansion of Existing Programs (concentrations, focus areas, options, tracks, majors, minors,) or certificates)

Relationship to Existing Degree Programs

Compromising Existing Degree Programs

Collaboration or Standalone

Justification for the proposed program

Response to Current Needs (Specific Demand)

Employment Demand

Student Demand

SCHEV Student Projected Enrollment Chart

Duplication

Projected resources for the proposed program

Resources Needs: SCHEV categories to explain the resource needs to initiate and operate the program

Resource Needs: Part A form, Part B and C form, and Part D: Certification Statement(s)

A reference page, if needed. Use of footnotes throughout the entire document is requested.

Appendix

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