



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

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

As of March 19, 2025, provisions in this policy pertaining to the submission of new degree program proposals have been superseded by the “New Degree Program Approval Guidance Document,” approved by the Council. Any public institution of higher education seeking approval to offer a new degree program must follow the new Guidance Document and the accompanying documents, available at: <https://www.schev.edu/institutions/policies-guidelines/academic-affairs-policy/approval-of-program-actions-at-public-institutions>

September 2, 2025

STATE-LEVEL REQUIREMENTS FOR APPROVAL OF VARIOUS DEGREE AND CERTIFICATE ACADEMIC PROGRAM ACTIONS

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on degree and certificate 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 Approvals and Changes” contains definitions of these terms, specific policy statements, detailed instructions, and all requisite forms.

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

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

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

³ Submit the “Merged Degree Program” cover sheet and requisite narrative. All requests for merged degree programs must be approved by Council.

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SECTION I: POLICY OUTLINE—DUTIES, REQUIREMENTS, DEFINITIONS, AND POLICY STATEMENTS

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

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

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

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

B. Policy Statements on Degree and Certificate Academic Programs at Public Institutions

I. Introduction

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

II. Degree Program Common Core Requirements

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

Core coursework must meet Council core requirement

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

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

III. Operational Definitions of Key Terms

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

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

See the SCHEV document “[Certificate Program Definitions](#)” for more specific information related to certificates, such as credit hours by designation level.

CIP code change: change made in an existing degree or certificate program’s six-digit Classification of Instructional Program (CIP) code designation as reflected in SCHEV’s Degree and Certificate inventory. Such changes may respond to changes in the field or to better reflect the intent of the curriculum required coursework, provided no significant changes have been made to core and required coursework requirements, content, or emphasis, and provided that the new CIP code replaces the current code. SCHEV only recognizes a CIP code for degree or certificate programs. Sub areas offered in degree or certificate programs do not have CIP codes. SCHEV staff approval is required for a CIP code change.

Degree designation add or change: addition or change to an existing degree designation as reflected in SCHEV’s Degree and Certificate inventory, provided no significant changes have been made to curriculum requirements, content, or emphasis. Examples may include: adding a B.A. degree designation to an existing B.S. degree or changing from the M.F.A. in a fine arts discipline to the M.A. SCHEV staff approval is required to add or change a degree designation.

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

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

New degree program: curriculum leading to the award of a new degree that:

- includes content in a discipline or field not currently offered by the institution;
- shares fewer than one-fourth of its courses (excluding general education core) with an existing degree program; and,
- requires a separate CIP code from an existing degree program at the same degree level.

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

Program discontinuance: action taken to close a degree or certificate program in SCHEV’s Degree and Certificate inventory indicating, the dates for which no new student enrollment and no new graduates will be reported. Notification to SCHEV is required; notification prior to the degree or certificate program closure is required. The intent to close a degree program in a critical shortage area requires additional information. Institutions should not intentionally stop offering a degree program to de facto close the degree program.

Degree designation discontinuance: action to remove a degree designation (e.g., remove a M.A. from an existing M.A./M.S. degree program) in SCHEV's Degree and Certificate inventory indicating the dates for which no new student enrollment and no new graduates will be reported. The intent to close a degree designation of a degree program in a critical shortage area may require additional information. SCHEV staff approval is required to discontinue a degree designation. Institutions should not intentionally stop offering a degree designation to de facto close the degree designation.

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

IV. New Degree Programs

Process for Council action

A public institution's governing board must approve each proposal for a new degree program prior to submission to the Council. An excerpt of the procedures adopted for new degree programs is provided below. See the "New Degree Program Guidance Document" for a complete list of procedures and requirements for new degree programs:

- All new degree program proposals submitted to SCHEV for approval must have been approved by the institutional board within **one (1) year** of the date of submission to SCHEV.
- As part of the approval process and action, the institutional board must be presented with information regarding (i) duplication with existing degree programs at Virginia public institutions of higher education, (ii) relation to existing degree programs already offered at the institution, and (iii) labor market information as required in the New Degree Program Proposal Form.
- All new degree program proposals submitted to SCHEV must have been included in either the most recent biennial six-year plan submission, or the most recent amended six-year plan submission, in accord with Code of Virginia § 23.1-306.

For additional guidance about information that can be included in new degree program proposals, see below under Section IV: New Degree Programs.

Factors on which SCHEV evaluation will focus

The Council is particularly interested in questions related to issues of "need" for new degree programs. The questions center around the state's need for the proposed degree program as well as the institution's need for the new degree program.

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

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

Employer Needs. Will the degree 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 degree programs and the designated degree level? If not, will the degree program fill demonstrable non-employment needs in the state?

Student Needs. Will the degree 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 degree program?

Duplication. Will the degree program duplicate similar or related degree programs at public institutions in Virginia? How many similar degree programs are offered and by which public institutions? What are the student enrollment and graduation data for these degree programs?

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

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

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

V. Teacher Preparation Degree Programs

Institutions that propose a degree program in which the purpose, focus, or justification is to educate and train students to become licensed teachers or other licensed school personnel in Virginia must design the degree program to include all coursework, including experiential learning requirements needed to take the licensure examination or complete the endorsement requirements set by the Virginia Department of Education. The degree program's curriculum is sufficiently comprehensive that no additional coursework or another degree is needed to meet the requirements to be a licensed teacher or other licensed school personnel in Virginia as set by the Virginia Department of Education. If the justification for the degree program indicates that the program would contribute to the production of licensed teachers or other licensed school personnel in Virginia, the justification must indicate the specific endorsement or licensure regulation for which Virginia Department of Education approval will be sought, as per the Virginia Administrative Code.

VI. Certificate Programs

Institutions may propose new certificate programs at the level of baccalaureate/undergraduate, post-baccalaureate, graduate, or post-professional. Requests for certificate programs necessitate submission of information and forms

using the guidelines, instructions, and forms contained herein. Council has delegated approval authority for new certificate programs, including certificate modifications, technical changes, and discontinuances to SCHEV staff. Final authority for all certificate program actions remains with the Council.

VII. Degree/Certificate Program Modifications

Some proposals submitted to SCHEV seek approval for degree or certificate programs that would modify the program requirements from the original program requirements as approved by SCHEV. Modified academic programs 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. SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original degree or certificate program as approved by Council. Modifications that require SCHEV approval include:

1. Altering curriculum requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the degree or certificate program as approved by Council; and, for degree programs, a fundamental change in the core coursework as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 of this document).
2. Adding a new delivery format to an existing degree or certificate program or ceasing to offer the program in the format in which it was approved by Council.
3. Increasing or decreasing the total credit hours by more than three (3) credits from what was originally approved by Council. In the case of a bachelor's degree, any change to increase the total credit hours to more than 120 credits will require SCHEV approval.

Note:

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

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

VIII. Technical Changes, Degree Program Mergers, and Intent to Discontinue

Institutions may propose program actions such as technical changes (CIP code, degree designation, program name) to existing degree and certificate programs and degree program mergers. Requests for such changes necessitate the submission of information

and forms using the guidelines, instructions, and forms contained in this policy document. The Council has delegated approval authority for such degree and certificate program actions and changes to SCHEV staff. Final authority for all program actions remains with the Council.

Institutions may propose to close degree programs, certificate programs, and degree designations. Documentation is submitted to SCHEV using the guidelines, instructions, and forms contained in this policy document. The Board of Visitors (BOV) approval is required to discontinue/close a degree program.

IX. Governing Board Approval Expiration

Any request that requires governing board approval must be formally submitted to SCHEV within one (1) year of the Board's approval date.

X. Degree Level Authorization

Degree Level Escalation

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

Statement on Institutional Authority to Offer Doctoral Degree Programs

Doctoral degree programs normally will be offered by the major research universities. Under SCHEV policy, six (6) institutions are considered to be the major public research institutions in Virginia: George Mason University, Old Dominion University, The College of William and Mary in Virginia, University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Each of the institutions awards Doctor of Philosophy (PhD) degrees in many fields.

Other institutions may have "limited authority" to offer doctoral degree programs under certain conditions: (1) if another institution has a special capacity to offer a doctoral degree program, usually a professional sort as distinguished from a research degree program; (2) if there is strong demand from place-bound professionals for a proposed degree program and the demand cannot be met in any other way via an existing degree program or alternate academic program such as certificate program or a minor; or (3) if there are special circumstances that support a proposed degree program.

James Madison University, Norfolk State University, Radford University, and Virginia State University each have "limited authority" to offer doctoral degree programs.

"Limited authority" generally entails:

- limitation to 10 or fewer doctoral level degree programs;
- doctoral degree programs focused on applied areas of study as opposed to fundamental research in the arts and sciences; and

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

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SECTION II: INTRODUCTION TO PROCEDURES & REQUIREMENTS FOR ALL DOCUMENTS

Procedures for Document Submission

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

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

Institutions must formally submit documents prior to initiation of new degree and certificate programs, modifications to existing degree and certificate programs, and technical changes to existing degree and certificate programs. Documents to discontinue degree programs and certificate programs must be submitted prior to closing the academic program.

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General Requirements for All Documents

General Guidelines for All Documents

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- Use Microsoft Word Times New Roman 12 Font for all text including appendix cover pages and page numbers, and cover letters. At minimum, citation information foot notes should be in TNR 10 Font. All citations (in text and footnotes) must utilize the American Psychological Association (APA) citation format and style.
- Use one-inch margins for all documents.
- Use single space, 0 pt “before and after” between narrative text.
- Number all pages of the document. Number appendices or attachments separately from the main body of the document.
- Print one-sided.
- Print documents from the Word document format; do not print documents from the PDF.
- Do not use “not applicable” or (N/A) in any SCHEV forms. Leave cells blank when a response is not needed.
- Intext reference numbers for footnotes should not be presented as a series (e.g., 1, 2, 3).
- When using acronyms or abbreviations, the full term should always be spelled out initially. The acronym or abbreviation can be repeated within the section. The full term should initially be spelled out when used in other sections of the document; please refrain from overuse of acronyms or abbreviations to prevent confusion.
- Include support documentation (e.g., accreditor requirements, forms, cited documents, internships/practicum sites) in a labeled appendix. All non-Word and original documents (e.g., letters, job announcements, surveys, articles, internet documents) are to be included behind a titled cover page and retain the original document’s pagination. Appendix pagination (e.g., A-1, B-1) should not appear on the pages of original documents.
 - No edits or revisions should be made to original documents.
 - Documents should be sized-adjusted for readability, if needed.
 - Do not copy and paste images/screenshots of documents into Word documents.
 - For electronic submissions, original documents should be scanned for inclusion in the appendix of the PDF electronic copy.
- Use SCHEV category headings when provided within this document.
- Use only SCHEV official forms; recreated or revised SCHEV forms will not be accepted
- Use a clip; please do not bind materials.

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- For formal submissions, send two (2) hard copies of the documentation. One document must contain an original signature on the cover letter and the resources signature page. Only secured electronic signatures will be accepted. For electronic submissions, submit documentation to programsubmissions@schev.edu. For supplemental instructions, see the “[Instructions for Submission of Documentation to Academic Affairs](#)” available on the SCHEV website.
Note. For new degree programs and degree program mergers, two original signed or secured signed copies of the document and a signed complete PDF of the document on a flash drive are submitted upon final approval.
- When submitting draft documents for SCHEV feedback, submit one (1) hard copy labeled (watermark) “draft.” Include a completed SCHEV Cover Sheet. Include a cover note from the institution’s SCHEV representative that indicates the nature of the submission, program name, degree designation, CIP code, and the liaison’s contact information (name, telephone number, and email address). Institutions seeking to submit draft documents should consult SCHEV staff for guidance.
- Address all proposal correspondence to the Director of Academic Affairs. Address all envelopes/packages to Administrative Assistant, Academic Affairs and Planning.

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SECTION III: CERTIFICATE PROGRAMS

A. Procedures and Requirements for Certificate Program Documents

- All documents for new certificate programs must be submitted to SCHEV staff at least ninety (90) days prior to the desired initiation date. Requests for new certificate programs must include the information required by SCHEV's policy. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft, document, see instructions on page 13 of this document.
- New certificate programs are eligible for review and approval by SCHEV staff. Certificate programs must align with the institution's official SCHEV-approved mission statement. Certificate programs should be fully supported through internal reallocation and comprised predominantly of existing faculty and resources.
- SCHEV reserves the right to request additional information.

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

B. Specific Instructions for Certificate Program Documents

1. Document Format

- Complete the SCHEV Program Proposal Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative to address item 2iii (see below).
- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components and Forms

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

i) Letter from Chief Academic Officer

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

- indicate the institution's legal name, the nature of the request, the certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if approval is not required);
- succinctly describe the purpose of the certificate program and graduates' employment skills as a result of the program;

- describe the resources needed to support the program; indicate resources for new courses, new full-time or adjunct faculty, or new staff;
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the program document.
- the signature block must include the signatory's typed first and last name (and middle initial, if normally used) and full official title. The signature, either written or secured electronic, must appear between the closing valediction (e.g., "Sincerely,") and the typed name. If written, the signature must be legible. If electronic, the signature should be sized for readability.

ii) Program Proposal Cover Sheet

The SCHEV Cover Sheet for New Academic Program Proposals must be used to submit proposals for certificate programs (see page 23 below).

iii) Narrative Description

Institutions must submit information and narrative to address (at minimum) the areas and statements below.

Note:

- the format for the proposal is not bulleted; use a section heading for each of the following areas/topics:
Name of certificate, CIP code, Initiation date, Description of certificate, Time to complete, Admission criteria (if applicable), Curriculum requirements, Faculty, Course delivery format, Resources, Gainful Employment, Course descriptions, and Certificate cost.
- if the total credit hours for the certificate program exceed or are below the credit hours outlined in SCHEV's [Certificate Program Definitions](#), include a separate heading to provide justification for the credit hour requirement.
- Include a succinct narrative to describe the purpose and focus of the certificate. Indicate what students will study and learn. Indicate what graduates will be prepared to do on a job. Indicate whether the certificate meets an accreditor or state board requirements, if applicable. Provide an original copy of requirements as an appendix item.
- Indicate the specific individuals and/or group(s) who will be targeted to enroll in the program.
- Include a narrative to indicate the time to complete the program for full-time and part-time students for both degree seeking and non-degree seeking students.
- Describe admission criteria for the program and indicate specific requirements for different populations. Include the university's minimum score requirements for all standardized tests.
- Provide a succinct summary of the focus of the curriculum. Summarize what students will learn from core coursework. Indicate what students will learn from required coursework, if applicable. Provide a succinct summary

including the purpose of sub areas, experiential learning (i.e., internship, practicum), and the capstone course, as appropriate. Indicate the total number of credit hours required. Detail the curriculum requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core courses, and foundation courses, research, seminar, restricted electives, internship/experiential coursework, and electives. Include a brief description of the purpose and focus of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations, or tracks), if applicable. Denote if courses are new. Provide a description of the experiential learning requirement, including any requirements needed to address licensure, if applicable. Include the requirements and outcomes. Indicate what will happen if a student fails the course and fails more than one time.

- Describe faculty who will teach in the certificate. Indicate who selects faculty, the academic unit(s) to provide faculty, the number of existing faculty to teach in the certificate program, and the credentials (degree level and discipline area) of faculty. Indicate minimum requirements for faculty teaching required courses in the program. If using adjunct faculty to initiate the program, indicate the credentials and level of support that would be used to offer the certificate. Indicate if not using adjunct faculty.
- Indicate the mode of delivery (i.e., traditional, face-to-face, and/or fully online (100%), or hybrid design). Describe the institution's resources to support the delivery format. If traditional face-to-face, indicate space resources. If fully online, indicate technological resources to support online instruction and availability of technical support. Indicate faculty training and support to teach online courses and training that is required, if applicable. If a hybrid design, indicate the specific core or required course(s), including experiential courses that would be available and offered in a delivery format that is different from other core or required courses. The course is not available in multiple delivery formats. Indicate whether the institution can sufficiently support the delivery format.
- Explain resources necessary to initiate the certificate. Indicate existing resources to support the program. Indicate whether the certificate will have a lead administrator (e.g., program director). Indicate whether the person is a faculty member and their position title and, primary responsibilities for the certificate program. Indicate existing faculty members' teaching responsibility to the program. Indicate whether new faculty and/or adjunct faculty will be hired to teach core and required courses. Indicate the costs for new hires and the specific funding source. Indicate the institution's ability to adequately support the certificate with existing resources.
- Indicate whether the certificate is a Gainful Employment program. Indicate why the program will or will not come under Gainful Employment.
- Provide the official course description for all required courses and restricted electives. Denote if courses are new.
- Indicate the cost of the certificate program at initiation. Indicate how the institution assesses cost (e.g., per course, per credit hour, flat fee). Provide the

cost for the type of students, degree seeking students and/or non-degree seeking students. Provide the cost for in-state and/or out-of-state students. Indicate if the cost will differ based on delivery format, if applicable. Indicate whether any additional fees will be collected for the certificate program. If additional fees will be collected, specify i) what the fees are, ii) which students will be charged, iii) the time frames for the fee charges, iv) the total cost for students, and v) the total cost for all fees.

- Complete a SCHEV Certificate Cost Form for the certificate program.

Note. If enrollment in the certificate program will result in additional costs for degree-seeking students—that is, students already enrolled in a degree program at the university—a detailed explanation must be provided.

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SECTION IV: NEW DEGREE PROGRAMS

A. Guidelines and Procedures for New Degree Program Proposals

- All new degree program proposals must be reviewed and approved by Council. Proposals subject to Council approval must be submitted via the “New Degree Program Proposal” form. All degree program proposals must include the information required by SCHEV’s “New Degree Program Proposal” form and “New Degree Program Approval Guidance Document.”
- Approval to initiate a new degree program does not imply approval of the projected budget or budget initiatives for the degree program, or approval of a mission statement change or organizational 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 degree program modifies or expands the scope of the institution’s current/existing degree program degree designation level(s), disciplinary areas of study, and/or courses. SCHEV recognizes that SACSCOC review does not necessarily apply to the same academic program actions, nor does the review address the same factors that constitute the focus of SCHEV’s academic program approval policy or the new degree program guidance document.
- Proposals for new doctoral degree programs are also subject to the two-stage process. First, proposals for new doctoral degree programs will be presented for Council decision as to whether the proposed degree program may move to an external site review by a team of experts. If Council approves that the doctoral degree program can proceed to an external review, SCHEV staff will work with institutional representatives to prepare for the external review. Doctoral degree programs would be presented for Council action at the next feasible meeting following completion of the external review process.

Institutions must arrange, in consultation with SCHEV staff and fund a site visit for an external review team to conduct an evaluation of the degree program proposal and institutional resources. At least two (2) qualified external reviewers and SCHEV staff will attend the external review. The site visit must be completed at least eight (8) weeks in advance of the date of expected Council action of approval, disapproval, or table for future action. None of the external reviewers may have an affiliation, past or present with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers must be provided with copies of the degree program proposal and faculty Curriculum Vitae (CV’s) prior to the visit and should be charged with preparation of a written report, which must be submitted to the SCHEV staff. Institutions must provide written documentation to SCHEV and to the external reviewers when addressing any recommendations or significant issues indicated by the external review team. from the reviewers’ report. Hard copies of reviewers’ CV’s must be sent to SCHEV.

- Approval of new transfer associate degree programs at community colleges: Associate of Arts (AA), Associate of Science (AS), and Associate of Fine Arts (AFA). By Council action in January 2023, all community colleges are authorized to offer AA and AS degree programs according to 10 specific Classification of Instructional Programs (CIP) codes specified in the following list:

- Associate of Arts (AA)
Liberal Arts (CIP 24.0103)
- Associate of Science (AS)
General Studies (CIP 24.0102)
Business Administration (CIP 52.0201)
Computer Science (CIP 11.0701)
Education (CIP 13.0101)
Engineering (CIP 14.0101)
Health Sciences (CIP 51.000)
Information Technology (CIP 11.0103)
Science (CIP 30.0101)
Social Sciences (CIP 45.0101)

For community colleges intending to initiate one of the above listed transfer associate degree programs, the VCCS academic vice chancellor must submit to SCHEV a cover letter and completed SCHEV Cover Sheet. To initiate any other transfer associate degree program, a full program proposal must be submitted as per the rest of this policy.

B. Specific Instructions for New Degree Program Proposals

1. Proposal Format

- Complete the SCHEV New Academic Program Proposal Cover Sheet.
- Provide a table of contents.
- Complete the New Degree Program Proposal form.
Note. Guidance questions, statements, and “components of an effective response” (pages 26 – 38) are provided in this policy only to assist institutions with providing information to address the headings in the “New Degree Program Proposal” form.
- Complete the required Certification Statements form, signed by the Chief Academic Officer.
- Provide as appendices any information that is labeled as “Provide Appendix.” Non-required information may be included as an appendix at the institution’s discretion if needed to document the justification for the proposed degree program. Non-MS Word documents are to be scanned for inclusion in the appendix of the electronic copy.
- Include documentation for contracts, MOU/MOA’s, or other agreements with external resources (e.g., business, institution of higher education, government agency), if applicable.
- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components, and Forms

Proposals for new degree programs must include the following three components:

- a cover letter signed by the chief academic officer containing the information specified below;
- a “Program Proposal Cover Sheet;” and
- a completed “New Degree Program Proposal” form, consisting of the following components:
 - Description of the Proposed Degree Program
 - Justification for the Proposed Degree Program
 - Projected Resource Needs for the Proposed Degree Program
 - Summary of Projected Student Enrollments in the Proposed Degree Program
 - SCHEV Budget Form
 - Certification Statements form
 - Appendices (required and optional)

i) Letter from Chief Academic Officer

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

- indicate the institution’s legal name, the nature of the request, the degree designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date;
- provide a brief description of the program;
- summarize why the degree program is needed at this time;
- explain how the proposed program will fit with the institution’s mission;
- describe what the institution will stop doing or do differently in order to initiate the program, if applicable; indicate whether any degree programs will be proposed for closure;
- 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.
- the signature block must include the signatory’s typed first and last name (and middle initial, if normally used) and full official title. The signature, either written or secured electronic, must appear between the closing valediction (e.g., “Sincerely,”) and the typed name. If written, the signature must be legible. If electronic, the signature should be sized for readability.

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

ii) Program Proposal Cover Sheet

The SCHEV Cover Sheet for New Academic Program Proposals must be used to submit proposals for new degree and certificate academic programs (see below).

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
New Academic Program Proposal Cover Sheet

1. Institution (complete legal name)	2. Academic Program (Check one): New degree program <input type="checkbox"/> New certificate program <input type="checkbox"/>
3. Degree/certificate designation (spell out designation, include parenthetical abbreviation for degree programs)	
4. Name of proposed academic program	5. CIP code
6. Semester and year of initiation	7. Semester and year of first graduates
8. Date approved by Board of Visitors (e.g., May 15, 2018)	
9. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
10. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s).	
11. Location of academic program within the institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices). Department(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____	
12. Mode(s) of delivery: Face-to-face <input type="checkbox"/> Fully Online (100%) <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 new academic program.	

C. Process and Timeline for New Degree Program Proposals

See the “New Degree Program Approval Guidance Document”.

Note.

- Doctoral degree programs are not required to adhere to a specific timeline; that is, degree programs may be presented for Council action at the next feasible meeting following completion of the external review process.

Process and Timeline:

- The full degree program proposal must be submitted to SCHEV within one (1) year from the date of the Board of Visitors (BOV) approval.
- Unless otherwise specified in the approval letter from SCHEV, new degree programs must be initiated within one (1) year of SCHEV approval.

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Introduction: Degree Program Proposal Documents

Parts I-III below provide guidance for information and content to complete the “New Degree Program Proposal” form. The purpose of the questions and statements is **only** to assist institutions with writing an accurate description of a proposed degree program so the information provided in the New Degree Program Proposal form can be fully evaluated by staff and the Council. SCHEV reserves the right to request additional information.

Note:

- some headings are designated “if applicable”—if the specified information is not applicable to the proposed degree program, no information is provided in the New Degree Program Proposal form;
- some headings require specific or additional information to be included as an appendix; and
- section headings in the New Degree Program Proposal form can be found on pages 78-79 of this document.

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Part I: Description of Proposed Degree Program

I. Program Background

Information to address: Provide a background of the proposed degree program including the institution's name, indicate the request, program designation and name, location of the program, and initiation date (semester/year) of the program. Is the degree program a collaboration of campus units (e.g., departments, schools, or colleges)? Discuss the purpose and focus of the degree program. Indicate if the degree program is an emerging or cutting-edge area. What overarching knowledge and skills will students attain as result of the degree program? What specific purpose will graduates serve and what are graduates needed to do? A brief history of the evolution of the discipline and/or a description of the degree program area should be provided, if needed.

Components of an effective response

- Degree program, administrative location (academic units) on campus, and initiation semester and year.
- The purpose of the degree program is clearly described, including the specific skills and knowledge that will be imparted to students.
- Indicate employment for which graduates will be prepared.
- Defines the discipline particularly, if emerging or cutting-edge, if applicable.
- The evolution of the field or discipline in general is clearly described, if applicable.
- Indicates the preparedness of graduates to take examinations for specific professional certifications and/or licensures, if applicable.

II. Institutional Mission (if applicable)

Information to address: How does the degree program align with the institution's mission? Have statements that explain precisely *how* the degree program aligns been provided? Do the statements utilize specific quoted words from the mission statement to show alignment? Has the statement indicating the degree program is included in the most recent biennial six-year plan been provided?

Components of an effective response

- Institution's official SCHEV-approved mission statement is provided.
- The degree program's alignment is explained in terms of the mission, directly quoting select words in the mission statement to demonstrate alignment. The statements clearly indicate how the degree program aligns with the institution's mission.
- The degree program has been included in the institution's most recent biennial six-year plan or the most recent amended six-year plan submission to SCHEV.

III. Delivery Format

Information to address: If all or part of the curriculum will utilize any variation of online/electronic delivery, provide a complete description of the plan, courses, and resources available. Indicate faculty credentials and training to provide online instruction.

Note.

- A "face-to-face" delivery format means that the institution offers the entire degree program in person including all core and required courses, all experiential courses, all restricted elective courses, and all sub areas, if applicable. If at least one core course or a

required experiential course *must* be taken only online, the degree program would be considered a “hybrid” delivery format.

- A “fully online” delivery format means that the institution offers the entire degree program online including all core and required courses, all experiential courses, all restricted elective courses, and all sub areas, if applicable. If at least one core course or a required experiential course *must* be taken face to face (in person), the degree program would be considered a “hybrid” delivery format.
- A “hybrid” delivery format means that the degree program is intentionally designed to require that at least one core or required course, including experiential courses be available and offered in a delivery format that is different from other core or required courses. The course is not available in multiple delivery formats.

Components of an effective response

- Documentation that the institution has an established logistical framework for offering education fully online or a hybrid delivery format.
- Sufficient space and/or technology is available to support the delivery format.
- Description of services that will be available to support online students.
- Resources are available for training and providing ongoing support for faculty engaged in online education or hybrid education.

IV-V. Program Accreditation or State Agency Authorization (if applicable)

Information to address: Will the institution seek accreditation and/or a state board authorization for the proposed degree program? Which accrediting organization will be used? What will be the process for accreditation? When (in which year) will accreditation be sought? Which state agency has authorization? Succinctly summarize the state board process, if applicable and the requirements. Include specific time frames, if applicable.

Components of an effective response

- Indicate the full name of the accreditor and mission of accreditor, citing the accreditor’s website.
- Indicate the timeline, actions, and deliverables for the process to seek accreditation.
- When (month/semester year) does the institution anticipate receiving full accreditation for the degree program?
- Indicate the full name of the state licensing agency.
- Summarize the process for state board authorization.

VI. Admission Criteria (if applicable)

If the degree program does not have specific admissions criteria beyond the general requirements for admission to the institution, this section may be skipped.

Note. Admission criteria are required for doctoral level degree programs.

Information to address: What are the admission criteria for the proposed degree program? Will transfer credit be accepted toward fulfillment of program requirements? If there are any limitations on transferability of credit into the degree program, please explain the rationale.

Components of an effective response

- Admission criteria are clearly described at the institutional level and college/school and department level, if applicable.
- Criteria are related to such factors as the target student population, demand for the degree program, and likely student success.
- If an admission committee will be utilized, specific information is provided about the composition of the committee (who will serve on the committee) and the responsibilities of the committee.
- Indicates clearly whether transfer coursework will be allowed to count toward core and required courses. If so, a rationale must be provided.
- Indicates any limitations on the allowable number of credit hours that would be counted for transfer credits toward the degree program.

VII. Curriculum

Information to address: How many credit hours are required for the proposed degree program? **Note.** Strong educational justification must be provided if requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Summarize the focus of the core coursework. Indicate the strengths of the core curriculum, if any? Summarize required coursework, if applicable. Provide a brief summary the purpose of sub areas, experiential learning (i.e., internship, practicum), capstone course, and dissertation requirements, as appropriate. Detail the curriculum requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core courses, and foundation courses, research, seminar, restricted electives, clinical, internship/experiential coursework, electives, thesis, and dissertation (if applicable). Include a brief description of the purpose and focus of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations, or tracks). Denote if courses are new. Provide a description of the experiential learning requirement, if applicable. Include the requirements and outcomes. Indicate what will happen if a student fails the course and fails more than one time. As appendix items, provide a sample plan of study by semester for full-time and part-time students. Provide official course descriptions for core courses, required courses, and restricted electives. Provide information for experiential learning sites and/or accreditor curriculum requirements, if applicable. **Note.** If restricted electives exceed 15 courses, in the appendix indicate such and that official course descriptions are available in the university's current catalog.

Components of an effective response

- Curriculum adheres to SCHEV core credit total requirements.
- A summary of the core coursework is provided. A summary of the required coursework is provided.
- The curriculum program requirements are indicated; headings for each area of the curriculum are included; and all courses are listed. The total credit hours are indicated.
- New courses are indicated and denoted with an asterisk.
- A description of capstone projects and experiential learning requirements, including deliverables and time (clock hour) requirements, is provided. How student failure will be addressed is indicated.
- For doctoral degree programs, threshold examinations and candidacy requirements for the dissertation are described.

Provide Appendices

- Sample plan of study by year and semester for full-time and part-time students.
- Course descriptions for new and existing core and required courses. **Note.** If restricted electives exceed 15 courses, in the appendix indicate such and that official course descriptions are available in the university's current catalog.
- Experiential learning locations/sites.
- Original documents (full or excerpt) to show accreditation curriculum requirements or standards or the state authorization board's requirements or standards are provided, if applicable.

VIII. Time to Degree (if applicable)

This section is required if the proposed degree program:

- *is designed to be offered in a non-standard format;*
- *(in the case of bachelor and associate degree programs) exceeds SCHEV's maximum for total credit hours; or*
- *is a doctoral level degree program.*

Information to address: How is the proposed degree program designed (e.g., full-time or part-time enrollment only, cohort model, executive format)? How many years (semesters) will students full-time and/or part-time take to complete the degree program? Is summer enrollment required? What is the institution's policy for the maximum number of years to complete the degree program?

Components of an effective response

- Degree program format is clearly indicated.
- Time to complete is provided in years; weeks or semesters can be included parenthetically.
- Indication of whether summer is required for full-time students and/or for part-time students.
- The narrative aligns with the "Assumptions" for student projected enrollment and the sample plans of study.

IX. Faculty Resources

Information to address: Indicate the location of the degree program. Succinctly describe the extent of faculty resources, including the number to teach core and required courses in the degree program and their overall qualifications in the discipline. Will faculty from other academic units be used? Will adjunct faculty be used? Will new faculty be hired? If so, what credentials will be sought or required and at what rank will new faculty be hired?

For doctoral degree programs only. An appendix detailing grant funded research must be provided for Doctor of Philosophy (PhD) degree programs. Does the appendix provide sufficient specific information about the funded research faculty is receiving for research in the area of the proposed degree program?

Components of an effective response

- Faculty complement dedicated to the program core and required coursework is sufficient given the program student enrollment projections.
- Faculty experience and accomplishments are commensurate with the degree level and type of degree program—e.g., years of teaching experience, undergraduates and/or graduate

students in the discipline, publications record, or leadership positions in national discipline-specific organizations or refereed (peer-reviewed) journal publications.

- Utilization of adjunct faculty to teach core and required courses is clearly described. The number of adjunct faculty is provided. A description of credentials adjunct faculty must have to teach core and required courses is provided and is appropriate to the degree level and discipline of the proposed degree program. If adjunct faculty will not be utilized to initiate and operate the proposed degree program for the first five (5) years, a statement is provided to indicate such.

Provide Appendices

- Provide the faculty curriculum vitae (abbreviated) for faculty teaching core and required courses. Include the person's name, highest degree – degree program designation and program name, graduating institution and year, faculty rank, and specialization areas.
- Provide information for new hires including, degree that will be sought, faculty rank, and specialization areas, if applicable.
- If faculty teaching core and required courses will come from different departments, indicate the College or School (if different from the college or school of the department in which the proposed degree program would be located) and the department name. Provide separate labeled sections for faculty not located in the department or school (dependent) of the degree program.

Provide Appendix

- For doctoral degree programs only, provide information showing funded research within the last three (3) years prior to submission of the proposal document, for each faculty member who will teach core and required courses or serve as a principal advisor for student dissertations in the proposed degree program. Information to include: person's name, leadership status (e.g., Principal Investigator (PI) or Co-PI), grant name, grant amount, years for the award, and a brief abstract describing the grant. Grants for which information is provided should be directly related to the proposed degree program.

X. Graduate Assistants (if applicable)

Information to address: Will graduate assistants be utilized in the proposed degree program? How many graduate assistants will be utilized? How many teaching graduate assistants will be utilized and funded? How many research graduate assistants will be utilized and funded? What will be the duties of graduate assistants, graduate teaching assistants, and graduate research assistants?

Components of an effective response

- The number of graduate assistants that would be utilized for the degree program is provided. The number of graduate teaching assistants is provided. The number of graduate research assistants is provided.
- The duties and responsibilities of graduate assistants in teaching and/or research is clearly described.
- Indicate the number of graduate assistants, graduate teaching assistants, and graduate research assistants in the initiation year and in the target year.

XI. Employment Skills

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

Note: abilities, skills, and competencies must be appropriate to the core and required coursework of the degree level and discipline area of the proposed degree program, **and** to the occupations (position titles) identified by the Virginia Office of Education Economics (VOEE) in the Employment Demand section.

Components of an effective response

- The abilities and skills indicated are clearly written to indicate what graduates will be able to do on a job to address the needs of the organization, agency, or business. **Note.** The statements are not learning outcomes.
- The abilities and skills are clearly appropriate both to the curriculum (core and required coursework) and experiential learning requirement, if applicable and the degree level of the degree program.
- The abilities and skills of the graduates are clearly appropriate to the occupations that are identified in the Employment Demand section.
- The specialized abilities and skills for sub areas are clearly appropriate to the coursework requirements for each sub area and align with the duties and responsibilities of the occupations identified in the Employment Demand section.

XII. Expansion of Existing Program (Sub area, Certificate) (if applicable)

Information to address: Is the proposed degree program an expansion of an existing sub-area (e.g., concentration, emphasis area, focus area, major, option, specialization, or track), minor, or certificate program? If so, explain the historical and disciplinary relationship of the proposed degree program to the existing program at the institution. What effects will the proposed degree program have on existing sub areas in degree programs or certificate programs? Will any sub area or certificate program be closed or altered? If so or not, indicate such.

Components of an effective response

- Indicates how long—when the sub area program was first offered—the existing degree program and sub area have been offered.
- Provides two (2) or three (3) reasons and an explanation of the reasons for expansion to a standalone degree program.
- Effects on existing sub-areas, minors, and/or certificate programs are clearly explained.
- Explanation of what will happen to the existing sub-area, minor, or certificate program.

XIII. Relation to Existing Degree Programs (if applicable)

Information to address: Is the institution offering other degree programs that are similar or related to the proposed degree program? Describe and compare the degree programs – focus/purpose, curriculum requirements, and outcomes for graduates. **Note:** degree programs must be at the same degree level as the proposed degree program.

Components of an effective response

- Academic units of existing similar or related degree programs and degree programs with sub-areas are indicated. The academic unit of the proposed degree program is indicated.

- The degree designation and program name of existing degree programs are indicated.
- For each similar or related degree program, the text indicates succinctly the purpose/focus, core and required coursework, and knowledge and skills for graduates for the existing degree program compared to the purpose/focus, core and required coursework, and knowledge and skills for graduates of the proposed degree program. **Note.** Extraneous information about other aspects of the degree programs should not be included. No summary of information is included. The comparison is provided separately for each existing degree program. The comparison text is provided in a single paragraph for each existing similar or related degree program.
- Degree programs are compared only to describe and compare: 1) the focus/purpose of the degree, 2) the core and required coursework, only noting sub-areas, if applicable, and 3) the knowledge and skills of graduates.

XIV. Effect on Existing Degree Programs

How will the initiation and operation of the proposed degree program affect the operation of existing degree programs? Will the initiation and operation of the proposed degree program affect resources available to any other existing degree programs at the institution? Will any degree program(s) close as a result of the initiation of the proposed degree program?

Components of an effective response

- A statement indicating whether the proposed degree program will affect any existing degree program offered by the institution.
- Statements indicating any effects on resources available to existing degree programs in the academic unit in which the proposed degree program will be located.
- A statement indicating effects on student enrollment in any existing degree programs in the academic unit or at the university.
- A statement to address the closure of any degree programs as a result of the initiation and operation of the proposed degree program.

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Part II: Justification for the Proposed Degree Program

XV. Response to Current Needs (Specific Demand)

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

Components of an effective response

- The account provided is clearly oriented toward a degree program at the degree level and in the discipline proposed.
- The account provided is focused on the specific degree program being proposed, especially the degree level being requested, and does not rest solely on assertions of the general importance of the discipline. Select statements and sources are directly quoted to allow SCHEV staff to review the specific information supporting the need for the degree program. Intext reference numbers for footnotes should not be presented as a series (e.g., 1, 2, 3). For quoted text, the page numbers in the cited source should be provided.
- The account provided is consistent and mutually supportive with other components of the proposal—i.e., curriculum, licensure requirements (if applicable), labor market information, skills/competencies, and employment advertisements.
Note: inconsistencies on these points will likely be highlighted in information provided to Council when the degree program is presented for consideration.
- Need for the degree program among the institution's stakeholders (e.g., regional/local communities, local/state industries) is described and documented.
- Information about employment demand and information about job openings should not be included in this section.
- If part of the justification for the new proposed new degree program is that the degree program would contribute to the production of licensed teachers or other licensed school personnel in Virginia, the specific demand section must have a sub-heading titled, "Teacher Licensure." The information provided must (i) indicate the specific endorsement or licensure regulation for which Virginia Department of Education (VDOE) approval will be sought, as per the Virginia Administrative Code and (ii) attests that the degree program's curriculum is sufficiently comprehensive that no additional coursework or another degree is needed to meet the requirements to be a licensed teacher or other licensed school personnel in Virginia as set by the Virginia Department of Education.

Provide Appendices

- Copies or excerpts (if source is longer than 15 pages) of publications (articles, books or documents) not available on the internet or only available via subscription, paid subscription, or membership, **particularly** when quoted information provides supportive evidence of need. Utilize separate labeled cover pages for each publication. Documents should be sized-adjusted for readability, whenever possible.
- Copies of the Virginia Department of Education Regulations for the endorsement area in which graduates of the proposed degree program would be eligible for licensure, if applicable.

XVI. Employment Demand

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

Components of an effective response

- Provide specified information from the Virginia Office of Education Economics (VOEE) “Degree Program Labor Market Profile” report.
 - State Labor Market Information for Aligned Occupations to include occupation, workforce current year, workforce five-year projection, workforce change five-year projection, and workforce five-year percentage change.
 - Regional Growth and Opportunity Virginia (GO Virginia) Labor Market information for aligned occupations.
 - Graduates of existing degree programs compared with aligned workforce demand.
- Provide “Return on Investment” information. If no return on investment information is available, provide an explanation detailing the reason.

Provide Appendices

- The VOEE “Degree Program Labor Market Profile” report.
- ‘Return on Investment’ information.
- Optional: additional information for employment projections or analyses from credible sources. Information should show data that has been collected within twelve (12) months of submitting the degree program proposal to SCHEV. Sources must be cited.

XVII. Duplication

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

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

Components of an effective response

- Provide data from SCHEV’s Policy Analytics for student enrollment and degrees awarded for similar (same CIP code) and related (similar or same degree program name or similar program requirements for core and required coursework) degree programs offered by other public institutions in Virginia.
- Provide the citations for student enrollment and degrees awarded from SCHEV’s website.
- Optional: Explain how there is need for more graduates in the discipline and at the degree level being proposed. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to data from Virginia Office of Education Economics (VOEE) adduced in the Employment Demand section.

For each existing degree program at the same level as the proposed degree program, provide information for the last five (5) years in the table below. Add rows as needed.

Enrollment and Degrees Awarded at Comparable Programs in Virginia

Enrollment	Fall 20XX	Fall 20XX	Fall 20XX	Fall 20XX	Fall 20XX
Institution Name					
Degrees Awarded	Year 20YY	Year 20YY	Year 20YY	Year 20YY	Year 20YY
Institution Name					

XVIII. Student Demand

Target Population/Student Enrollment

Student demand must be demonstrated for all new proposed degree programs. If the proposed degree program is designed to address a special population (e.g., a specific population of professionals or a specific industry), the student demand information should reflect demand from the target population.

Information to address: Provide evidence of student demand to support projected student enrollments. Evidence of demand from surveys should reflect information dated within twelve (12) months of submitting the proposal. Institutions cannot use one (1) population to demonstrate two (2) different sources of student demand. Institutions cannot combine the results of different populations. All results are presented separately for each population surveyed.

To which specific groups of people will the institution market the proposed degree program? How did the institution gather data to determine whether students would enroll in the degree program? Did the survey description of the degree program provide accurate and clear information about the degree program, e.g., degree program designation and degree program name, total credit hours, time to complete, primary purpose and focus of the degree program, skills and abilities of graduates, special enrollment requirements)? Did the institution survey any specific population? If yes, how many people were surveyed? How many people indicated they would enroll in the proposed degree program, if offered by the institution?

Evidence of student demand may come from the following sources.

- A survey. The survey should provide an accurate description of the degree program including at minimum: a) the correct name of the degree program, b) the total credit hours, c) the purpose of the degree program, d) the time to complete, full-time and/or part-time enrollment, and e) what all students will be able to do on a job as a result of the core and required coursework.
- Letters or emails of support from prospective students that include a statement of interest for the proposed degree program and/or indicate enrollment in the degree 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. No other names or information should be redacted.
- A descriptive narrative of student enrollment data from existing degree program sub areas such as concentrations, emphasis areas, focus areas, options or tracks. Information should reflect student enrollment in the degree program and in the specific sub area; the time frame for enrollment is three (3) years, minimum and five (5) years, maximum and within at least three (3) years of submitting the degree program proposal.

Components of an effective response

- The information provided addresses in full at least one of the indicated sources of evidence of student demand.
- In describing the degree program, institutions should refrain from using exaggerated marketing terminology that is not factually based and could be misleading to prospective students completing a survey. The program description text should not embellish the proposed degree program.
- For surveys, a succinct, descriptive narrative of student survey results is provided, including: the date administered, survey pool demographics, and real numbers of responses to survey questions particularly, questions about enrollment in the proposed degree program.
- Provide demographic information to describe the population and that demonstrates the people would possess qualifications (e.g., student rank, prior degrees, years of professional work experience) to be admitted to the degree program.
- Only real numbers are provided for writing survey results. Do not use percentages. Likert scale responses are presented separately.
- If different populations were surveyed, the write up for results to the survey are presented separately. Results for different populations cannot be combined and presented.
- If different survey instruments were used, each original survey is provided as a separate appendix item.
- Student emails/inquires indicate interest in enrolling in the proposed degree program and do not reference existing sub area programs or other degree programs. Only the student's name and email address are redacted from any correspondence.
- All original documents are sized-adjusted for readability.

Provide Appendix

- Original survey (unedited/without revision or added text). Original survey results should be included as a separate document after the survey. For survey results, include data for responses to the question about student interest for enrolling in the degree program, data for responses to demographic information, and other questions specifically showing support for student demand for the degree program. All survey results information does not have to be included in the appendix.
- Student correspondence (letters and emails) in original form. Personal information such as student names and email addresses is redacted (i.e., blackened out not removed from the correspondence). The names and email addresses of institutional faculty and staff and organization/business/agency representatives should not be redacted.

Projected Student Enrollment

With the assistance of the institution's planning, Institutional Effectiveness, or Institutional Research staff, complete the "Summary of Projected Enrollments in Proposed Program" form.

Instructions:

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

Note. "Target Year" refers to the year the institution anticipates the degree program will have achieved full student enrollment. Degree programs that **do not** anticipate meeting SCHEV productivity standards should not be proposed (see the [Virginia Public Higher Education Policy on Program Productivity](#)). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the degree program.

Note:

- For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
- For four-year institution degree programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

State Council of Higher Education for Virginia Summary of Projected Enrollments in Proposed Degree Program

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

Assumptions:

Retention rate: _____ %

Full-time students: _____ % Part-time students: _____ %

Full-time students credit hours per semester: _____

Part-time students credit hours per semester: _____

Full-time students graduate in _____ years

Part-time students graduate in _____ years

Is summer required? Yes No

Part III: Projected Resource Needs for the Proposed Degree Program

XIX. Resources to Initiate and Sustain

Information to address: Provide the institution's legal name and the academic unit providing resources to support the proposed degree program. Provide the degree designation and degree program name. Indicate the resources available and will be accommodated (e.g., library, space) to initiate and sustain the proposed degree program to the target enrollment year. Indicate the student to faculty ratio for instructional effort to initiate and sustain the proposed degree program for the first five (5) years of operation.

Components of an effective response

- Provide a description of expected resource needs (current and anticipated) to initiate and operate the degree program for the first five years.
- The narrative description addresses topic categories.
- The full cost or funding for adjunct faculty, graduate assistants, and/or classified personnel has been indicated, if applicable.
- The full cost for new hires, new equipment, and/or other resources (specify) have been indicated, if applicable.
- Specific sources of funds to provide the resources for new hires or new equipment or other resources (specify) have been indicated.
- Any items and the cost for other resources (specify) have been itemized.
- Any request for state appropriations or other special funds has been indicated.

Narrative Description of Resources to Initiate and Operate the Degree Program

Provide a description of resources (currently available and anticipated) to initiate and operate the degree program and the specific sources of funds to provide the resources, including but not limited to state appropriations or other special funds. The narrative description should address the topic categories below. Category titles cannot be altered.

full-time faculty	part-time faculty	adjunct faculty
graduate assistants	classified positions	equipment (including computers)
library	telecommunications	space
targeted financial aid	special tuition or fee charges*	other resources (specify)

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

For the "Funds to Initiate and Operate the Degree Program" form institutions must:

1. Calculate revenues using only **annual** tuition and E&G fees and by student domicile for the degree program. Do not use semester or per credit hour cost for calculation of revenues.
2. Assume 24 credit hours (12 credit hours per semester) for full-time graduate (masters and doctoral) student enrollment for the budget. Assume 30 credit hours (15 credit

hours per semester) for full-time undergraduate student enrollment. Summer is not included for the academic year. Only fall and spring semesters are counted.

3. Student fall headcount (HDCT) and annual full-time equivalent student (FTES) enrollment should be consistent with the information in the SCHEV “Summary of Projected Enrollments in Proposed Program” chart.
4. For the “Program Target Year”: two-year institutions should use, initiation year plus 1 year.

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Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct or require modifications as a condition of approval.

Note. Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Degree Program			
Informational Category		Program Initiation Year	Program Target Year
		20__ - 20__	20__ - 20__
1.	Projected Enrollment (Headcount)		
2.	Projected Enrollment (FTES)		
3.	Projected Enrollment Headcount of In-State Students		
4.	Projected Enrollment Headcount of Out-of-State Students		
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$0	\$0
6.	Revenue from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$0	\$0
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$0	\$0
8.	Revenue from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$0	\$0
9.	Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program	\$0	\$0
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)		
11.	Total Funding	\$0	\$0

Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes ☐

No ☐

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes ☐

No ☐

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

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

Yes ☐

No ☐

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

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

Yes ☐

No ☐

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

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

Yes ☐

No ☐

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative to indicate the institution’s full legal name and which institution will be the institution of record. Describe the collaboration to offer the proposed merged degree program. Additional information may be required.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

Name (Printed)

Signature

Date

SECTION V: PROGRAM MODIFICATIONS

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

- All documents for modified degree and certificate programs must be submitted to SCHEV staff at least ninety (90) days prior to the desired initiation date. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft document, see instructions on page 13 of this document.
- SCHEV approval of degree or certificate program modifications is limited to instances that involve fundamental aspects of the original degree or certificate program as approved by Council. Modifications that require SCHEV approval include:
 1. Altering curriculum requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the degree or certificate program as approved by Council; and, for degree programs, a fundamental change in the core coursework as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 of this document).
 2. Adding a new delivery format to an existing degree or certificate program or ceasing to offer the degree or certificate program in the delivery format in which the program was approved by Council.
 3. Increasing or decreasing the total credit hours by more than three (3) credits from what was originally approved by Council. In the case of a bachelor's degree, any change to increase the total credit hours to more than 120 credits will require SCHEV approval.

Note:

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

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

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

- Combining modifications will only be considered for specific modifications. For example, adding an online delivery format may be combined with a total credit hour change if curriculum requirements are needed to ensure the curriculum requirements for

the online program provide students with the same experience as students in the face-to-face program. If combining modifications, separate proposal documents will be required when requesting a modification to a degree or certificate program.

- Combining modification(s) with technical changes (CIP code, program designation, and program name) is not permitted at the time of a modification request or subsequent to a modification request.
- The Council has delegated authority for approval of degree and certificate program modifications to SCHEV staff. Final authority for degree and certificate program modifications remains with the Council. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.
- SCHEV reserves the right to request additional information. In cases where the degree or certificate program requirements have undergone substantive changes compared to the initially approved program requirements and/or prior modifications have been made to the degree or certificate program, it may be necessary to submit a proposal for a new degree or certificate program.

B. Specific Instructions for Modified Degree Program Proposals

1. Proposal Format

- Complete the SCHEV Modified Academic Program Proposal Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative that addresses item 2iii (see pages 47-49) in sufficient detail to inform reviewers who may not be familiar with the discipline.
- Complete the following tables/forms and provide narrative text as directed:
 - modified program Summary of Projected Enrollment table (see page 50)
 - Part V *Projected Resource Needs for the Modified Program* (see page 51) and *Certification Statements*, page 53.

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

- Insert any forms or attachments in a labeled appendix.
- Include documentation for contracts, MOU/MOA, or other agreements with external resources (e.g., business, institution of higher education, government agency), if applicable.
- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components and Forms

Proposals for modified degree or certificate programs must include up to eight components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a “Modified Academic Program Cover Sheet”; (iii) a narrative description of the proposed modification addressing the statements on pages 47-49; (iv) a “Summary of Projected Enrollment in Proposed Program” form (degree programs only) on page 50; (v) if applicable, detailed narrative text as indicated in the

“Projected Resources Needs for the Proposed Program on page 51; (vi) if applicable, “Funds to Initiate and Operate the Degree Program” form on page 52; (vii) “Certification Statements” form below on page 53; and (viii) 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 degree and certificate programs. The letter must:

- indicate the institution’s legal name, indicate the nature of the request, the degree/certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if it is not required);
- provide a description of the modification;
- summarize what is prompting the modification;
- explain how the proposed modified degree 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 the modification, or degree or certificate programs proposed for discontinuance; and
- include contact information of person(s) other than the institution’s chief academic officer who may be contacted regarding the document.
- the signature block must include the signatory’s typed first and last name (and middle initial, if normally used) and full official title. The signature, either written or secured electronic, must appear between the closing valediction (e.g., “Sincerely,”) and the typed name. If written, the signature must be legible. If electronic, the signature should be sized for readability.

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

ii) Modified Program Proposal Cover Sheet

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

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Modified Academic Program Cover Sheet

1. Institution (complete legal name)	2. Type of Modification (Check all that apply): Curriculum change <input type="checkbox"/> Delivery format <input type="checkbox"/> Total credit hours <input type="checkbox"/>
3. Degree/certificate designation, existing program (spell out designation, include parenthetical abbreviation for degree programs)	
4. Program name, existing program	5. CIP code, existing program
6. Original academic program approval date (month and year) by Council _____ Degree/Certificate designation and program name _____ CIP code _____	
7. Date of last modification approved by SCHEV _____ Type of modification approved by SCHEV _____	
8. Delivery Format(s), existing program (face-to-face, fully online (100%), hybrid)	
9. Delivery Format(s), modified program (face-to-face, fully online (100%), hybrid)	
10. Semester/year of initiation, modified program	11. Semester/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 the corresponding chief academic officers(s).	
15. Location of academic program within the institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices). Department(s) or division of _____ School(s) or colleges of _____ Campus(es) or off-campus site(s) _____	
16. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified academic program.	

iii) Description of Modified Program

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

Note. The format for the proposal is not bulleted. For a guide with section headings to format the proposal, see the “[SCHEV Modified Document Format/Order of Section Headings](#).” The document is available with this policy on the SCHEV website.

- Provide the institution’s legal name, indicate the nature of the request, and the program’s degree/certificate designation and name. Indicate the administrative location (academic units) on campus. Provide the initiation date (semester/year) of the modified program.
- What is the proposed modification?
- What is the purpose of the modified degree/certificate program? What is the focus of the modified degree/certificate program? Has the purpose and/or focus of the existing degree/certificate program changed? If so, describe the changes. For what purposes are graduates needed? What will graduates be prepared to do/address?

Note. Will the existing degree program be modified to add or remove a licensure-qualifying curriculum? If no, indicate such via a statement. If yes and adding a licensure qualifying curriculum, indicate such and whether the program curriculum requirements will meet the standards for licensure. If yes and removing a licensure qualifying curriculum, indicate such.

- 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, as appropriate.
- Provide a background narrative to succinctly summarize and describe the process of deliberation (within two (2) years of submission to SCHEV) that determined whether a modification should be requested. The narrative should describe referenced actions in chronological order and indicate dates and/or time frames, personnel, and what occurred. The narrative should conclude with a clear statement as to the role of the chief academic officer and/or president in a final decision to submit a request to SCHEV. If any campus committees (not Board of Visitors) approved the modification, committee names and dates of approval should be indicated in each case. **Note:** the background narrative is not the rationale to justify the proposed modification. Statements about the rationales or justifications for the proposed modification—including rationales adopted by decision-making committees or other bodies—should be communicated in the “rationale” section of the proposal.
- If the degree program will be accredited, indicate which accrediting organization is being used. What will be the process for accreditation or reaccreditation? When (in which year) will accreditation or re-accreditation be sought?
- If the degree program has to meet authorization requirements of a state agency, indicate the state agency. Succinctly summarize the state board’s standards and/or competencies and requirements and licensure regulations. Indicate whether the degree program is designed to meet the state agency’s regulations. Indicate

designated time frames, if applicable. Indicate requirements for reporting information, if any.

- Will admission requirements for the modified program differ from admission requirements for the existing program? If yes, indicate the admission requirements for the modified program. If no, indicate such via a statement.
- Provide a succinct description of how the degree or certificate program is being modified. Indicate the number of ways the degree or certificate program would be modified. Indicate the current total credit hours of the degree or certificate program. Detail the credit hour changes being made to each category of the “Program Requirements” separately. Provide information for core courses, and foundation courses, research, seminar, clinical, internship/experiential work, electives, thesis, and dissertation hours, if applicable.
- Provide a side-by-side table to show existing degree or certificate curriculum requirements and the proposed new modified degree or certificate curriculum requirements. **Note.** The table is only provided when curriculum changes would occur and would: 1) fundamentally change the purpose, 2) change the focus of the degree or certificate program as approved by Council, 3) alter the requirements for the common core, 4) increase or decrease the total credit hours by more than three (3) credits, or 5) change the licensure-qualifying status of a degree program. Provide a detailed description of changes to the curriculum requirements and courses as an appendix item, when needed to account for historical changes to the curriculum or to document multiple changes to course names, course numbering, or course content.
- Provide a description of the curriculum of the new modified degree or certificate program. How many credit hours are required for the proposed modified degree or certificate? **Note.** Strong educational justification must be provided if proposing to require more than 60 credits for an A.A., A.S. or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Summarize the focus of core coursework. Indicate the strengths of the core curriculum, if any. Summarize required coursework, if applicable. Provide a brief summary of the purpose of sub areas, if applicable. Provide a brief summary of the purpose of experiential learning (i.e., internship, practicum), capstone course, and dissertation requirements, if applicable. Detail the curriculum requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core courses, and foundation courses, research, seminar, restricted electives, clinical, internship/experiential course work, electives, thesis, and dissertation, if applicable. Include a brief description of the purpose and focus of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations, or tracks). Denote if courses are new. Provide a description of experiential learning requirements, if applicable. Include the requirements and outcomes. Indicate what will happen if a student fails the course and fails more than one time. As an appendix, detail the changes to the curriculum requirements, if applicable. For degree programs, as appendix items, provide a sample plan of study by semester for full-time and part-time students. Provide official course descriptions for core courses, required courses, and restricted electives. Provide information for experiential learning sites and/or accreditor curriculum requirements, if applicable. **Note.** If restricted electives exceed 15 courses, in the appendix indicate such and that official course descriptions are available in the university’s current catalog.

- Will the modification impact the time to complete the program? If yes, describe the impact to full-time or part-time students. If no, indicate such via a statement.
- Will all or part of the curriculum utilize any variation of online delivery? If yes, provide a complete description of the plan, resources, faculty training, and courses. If no, indicate such via a statement.
- Will the modified degree program result in new learning outcomes (knowledge and skills) for the program? If yes, indicate the new learning outcomes for the modified degree program. If no, indicate such via a statement.
- Will the modified degree or certificate program result in new employment skills for graduates? If yes, indicate the new employment skills. If no, indicate such via a statement. **Note:** abilities, skills, and competencies should be appropriate to the curriculum requirements and the designation level of the program.
- What is the rationale for the new modified program? Why is the modification needed at this time? Include support documentation (e.g., accrediting organization's requirements, industry regulations, licensing board requirements), if applicable. If adding a licensure pathway, describe the effects of the licensure-qualifying program on state needs for qualified professionals. Describe the effects of removing a licensure pathway on state needs for qualified professionals, if applicable.
- Is the modified academic program, including delivery format, duplicating existing academic programs in the state? If so, indicate the institution's legal name, the program designation, program name, and delivery format. If no, indicate such via a statement.
- What resources are needed to offer the modified program on-line, if appropriate? Will any new resources be needed to offer the modified program? 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, if applicable?

*The next two (2) bullets do not need to be addressed if the proposed modification consists solely of adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the degree program as approved by Council. **Note.** The bullets do not need to be addressed for certificate programs.*

- What is the estimated headcount and full-time equated students (FTES) for students for the modified degree program? What assumptions are made? If the projected headcount and FTES differ from the historical figures, explain why the change is projected. Complete the "Summary of Projected Enrollments" form below.
- For degree programs, provide narrative and tabular information to address projected resources needs, funds to initiate and operation the degree program, and certification statements below (pages 51-53).

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

iv) Summary of Projected Enrollment in a Modified Degree Program

With the assistance of the institution's planning, Institutional Effectiveness, or Institutional Research staff, complete the "Summary of Projected Enrollments in Proposed Program" form.

Instructions:

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

Note. "Target Year" refers to the year the institution anticipates the degree program will have achieved full student enrollment. Degree programs that **do not** anticipate meeting SCHEV productivity standards should not be proposed (see the Virginia Public Higher Education Policy on Program Productivity). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the degree program.

Note:

- For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
- For four-year institution degree programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

State Council of Higher Education for Virginia Summary of Projected Enrollments in Proposed Degree Program

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

Assumptions:

Retention rate: %
 Full-time students: % Part-time students: %
 Full-time students credit hours per semester:
 Part-time students credit hours per semester:
 Full-time students graduate in years
 Part-time students graduate in years

Is summer required? Yes No

v) Projected Resource Needs for the Modified Program

The purpose of this section is to identify: (1) expected resource needs for the modified degree program initiation and for operation through the full target enrollment year, (2) the sources of funding for the modified degree program, and (3) whether any additional state funding needs are anticipated.

Narrative Description of Resources to Initiate and Operate the Degree Program

Provide a description of resources (currently available and anticipated) to initiate and operate the modified degree program and the specific sources of funds to provide the resources, including but not limited to state appropriations or other special funds. The narrative description should address the topic categories below. Category titles cannot be altered.

full-time faculty	part-time faculty	adjunct faculty
graduate assistants	classified positions	equipment (including computers)
library	telecommunications	space
targeted financial aid	special tuition or fee charges*	other resources (specify)

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

For the “Funds to Initiate and Operate the Degree Program” form institutions must:

1. Calculate revenues using only **annual** tuition and E&G fees and by student domicile for the degree program. Do not use semester or per credit hour cost for calculation of revenues.
2. Assume 24 credit hours (12 credit hours per semester) for full-time graduate (masters and doctoral) student enrollment for the budget. Assume 30 credit hours (15 credit hours per semester) for full-time undergraduate student enrollment. Summer is not included for the academic year. Only fall and spring semesters are counted.
3. Student enrollment fall headcount (HDCT) and annual full-time equivalent student (FTES) enrollment should be consistent with the information in the SCHEV “Summary of Projected Enrollments in Proposed Program” chart.
4. For the “Program Target Year”: two-year institutions should use, initiation year plus 1 year.

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Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Note. Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Degree Program			
Informational Category		Program Initiation Year	Program Target Year
		20__ - 20__	20__ - 20__
1.	Projected Enrollment (Headcount)		
2.	Projected Enrollment (FTES)		
3.	Projected Enrollment Headcount of In-State Students		
4.	Projected Enrollment Headcount of Out-of-State Students		
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$0	\$0
6.	Revenue from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$0	\$0
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$0	\$0
8.	Revenue from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$0	\$0
9.	Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program	\$0	\$0
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)		
11.	Total Funding	\$0	\$0

Certification Statements

1. A request of any kind has been or will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed modified degree program.

Yes ☐

No ☐

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. If governing board approval is required, the governing board has been provided information regarding total credit hour changes, curriculum changes (if applicable), duplication (if applicable) and labor market projections (if applicable) as part of its approval action.

Yes ☐

No ☐

If “No” is checked, include narrative text to explain why the governing board has not been provided the information. (150 words max.)

INSERT TEXT

The degree program will be subject to evaluation under SCHEV’s Degree Program Productivity and Viability policy. The degree program may be subject to closure if the program does not meet productivity viability requirements.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

Name (Printed)

Signature

Date

SECTION VI: TECHNICAL CHANGES AND DEGREE PROGRAM MERGERS

A. Procedures and Requirements for Program Action Changes

- All requests for technical changes (i.e., CIP code, program designation, or program name) must be submitted to SCHEV staff at least sixty (60) days prior to the institution's desired initiation date. Requests for technical changes to existing certificate programs and degree programs, and program mergers must include the information required by SCHEV's policy. Institutions may submit draft proposals to SCHEV staff for review and guidance. To submit a draft document, see instructions on page 13 of this document.
- Proposed technical changes to existing degree and certificate 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. **Note.** In cases where the degree or certificate curriculum requirements have undergone substantive changes compared to the initially approved curriculum requirements and/or prior modifications have been made to the degree or certificate program, it may be necessary to submit a proposal for a new degree or certificate program.

B. Specific Instructions for Technical Changes to Programs

1. Proposal Format

- Complete the SCHEV Cover Sheet for an Academic Program Technical Change.
- Provide a table of contents.
- Provide a descriptive narrative to address item 2iii. (see pages 55-58).
- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components and Forms

Proposals for program technical changes must include at minimum, five components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a completed "Academic Program Technical Change Cover Sheet" (see page 59); (iii) a description of the proposed technical change containing the information listed (see pages 55-58); (iv) "Certification Statements" form (see page 60); and, (v) a table of contents. For a degree designation add, include: a "Summary of Projected Enrollment in the Proposed Program" form (see page 37); detailed narrative text as indicated in the "Projected Resources Needs for the Proposed Degree Program (see pages 38-39); and "Funds to Initiate and Operate the Degree Program" form (see page 40).

i) Letter from Chief Academic Officer

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

- indicate the institution's legal name, the nature of the request, the degree/certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if it is not required);
- provide a succinct description of the change;
- summarize what is prompting the change;
- explain how the proposed changed program will fit with the institution's mission;
- describe the institution's commitment to the proposed change in terms of resources (e.g., faculty, personnel, and physical resources);
- describe the resources needed to support the change; indicate resources for new courses, new full-time or adjunct faculty, or new staff; and
- include contact information (name, title, email address, and telephone number) of person(s) other than the institution's chief academic officer who may be contacted regarding the proposal.
- the signature block must include the signatory's typed first and last name (and middle initial, if normally used) and full official title. The signature, either written or secured electronic, must appear between the closing valediction (e.g., "Sincerely,") and the typed name. written, the signature must be legible. If electronic, the signature should be sized for readability.

ii) Program Action Proposal Cover Sheet

The "Academic Program Technical Change Cover Sheet" must be used to submit proposals (see page 59 below).

iii) Narrative Description

Institutions must submit a detailed narrative to address (at minimum) the key statements below for all technical changes. Additional information is included for certificate programs and a degree designation add or change. **Note.** The format for the proposal is not bulleted.

- Provide the institution's legal name, indicate the nature of the request, and the program's degree/certificate designation and name. Indicate the administrative location (academic units) on campus. Provide the initiation date (semester/year) of the technical change.
- Provide a background narrative to succinctly summarize and describe the process of deliberation (within two (2) years of submission to SCHEV) that determined whether the proposed technical change should be requested. The narrative should describe referenced actions in chronological order and indicate dates and/or time frames, personnel, and what occurred. The narrative should conclude with a clear statement as to the role of the chief

academic officer and/or president in a final decision to submit a request to SCHEV. If any authorized campus committees (not Board of Visitors) approved the technical change, committee names and dates of approval should be indicated in each case. **Note:** the background narrative is not the rationale to justify the proposed technical change. Statements about the rationales or justifications for the proposed technical change—including rationales adopted by decision-making committees or other bodies—should be communicated in the “rationale” section of the proposal.

- Provide a detailed rationale providing justification for the technical change. Why is the technical change needed at this time? Include supporting evidence and documentation as needed. Include charts/tables as appendix items.
- Have changes been made or would changes be made to the program curriculum requirements? If no, indicate such via a statement. If yes, explain changes to the curriculum requirements. If changes have been made to the curriculum coursework, provide a comparison table/chart indicating course changes and curriculum requirements.
- For the curriculum, provide a description of the curriculum requirements. How many credit hours are required for the degree or certificate? Summarize the focus of the core coursework. Indicate the strengths of the core curriculum, if any. Summarize required coursework, if applicable. Provide a brief summary of the purpose of sub areas, if applicable. Provide a brief summary of the purpose of experiential learning (i.e., internship, practicum), capstone course, and dissertation requirements, if applicable. Detail the curriculum requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core courses, and foundation courses, research, seminar, restricted electives, clinical, internship/experiential course work, electives, thesis, and dissertation, if applicable. Include a brief description of the purpose and focus of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations, or tracks). Denote if courses are new. Provide a description of experiential learning requirements, if applicable. Include the requirements and outcomes. Indicate what will happen if a student fails the course and fails more than one time. As an appendix, detail the changes to the curriculum requirements, if applicable. For degree programs, as appendix items, provide a sample plan of study by semester for full-time and part-time students. Provide official course descriptions for core courses, required courses, and restricted electives. Provide information for experiential learning sites and/or accreditor curriculum requirements, if applicable. **Note.** If restricted electives exceed 15 courses, in the appendix indicate such and that official course descriptions are available in the university’s current catalog.
- Will resources be needed to institute the technical change? If no, indicate such via a statement. If yes, describe the specific resources needed to institute the technical change. Include information for administration, faculty, and program support, when applicable. Indicate whether additional or new resources will be needed to institute or sustain the change. **Note.** An

itemized budget to show resources needed for miscellaneous items such as signage, paper products, websites, or promotional materials should be included, when appropriate. Provide the SCHEV budget form, if appropriate.

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

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

- In the background, discuss the purpose of the proposed degree designation. Indicate the purpose and focus of the degree program. What overall knowledge and skills will the degree program provide to students? What purpose will the graduates with proposed degree designation and discipline area serve? Indicate whether the degree designation prepares students for a licensure or certification examination.
- How does the change and degree program align with the institution's mission?
- Will admission requirements for the proposed degree designation differ from admission requirements for the existing degree designation? If yes, indicate the admission requirements. If no, indicate such via a statement.
- Provide a side-by-side table to show the curriculum requirements for the current degree designation and the proposed degree designation.
- What are the faculty resources including number to teach core and required courses in the program? What is their depth and breadth in the discipline? Will new faculty be hired? What credentials will be sought or required and at what rank will new faculty be hired? Will adjunct faculty be needed to teach core and required courses? If no, indicate such via a statement.
- What employment skills will graduates possess? What will graduates be able to do on a job? **Note:** abilities and skills should be appropriate to the degree designation level and the program curriculum requirements, core and required coursework.
- Indicate whether student enrollment in the degree program will change as a result of the added or changed degree designation. If an increase is anticipated, how many students are expected? Are sufficient faculty resources available?
- Indicate if student demand was determined. If so, when and how? Describe the results. Include supportive evidence in an appendix, as needed.
- With the assistance of the institution's planning or Institutional Research staff, complete and attach the "Summary of Projected Enrollments in Proposed Program" form.

- Provide narrative information to address resources. Provide a description of resources (currently available and anticipated) to initiate and operate the degree program and the sources of funds to provide the resources. The narrative description should address the following topic categories: full-time faculty, part-time faculty, and adjunct faculty. Address graduate assistants, classified positions, equipment (including computers), space, special tuition or fee charges*, and other resources (specify), if applicable. Complete and attach the “Funds to Initiate and Operate the Degree Program” form.
- Include the “Technical Change Program Certification Statements” form and narrative text, if applicable.
- Appendix items: sample plan of study, course descriptions, and other support information and documents as needed.

Note.

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

- The degree designations must share a common core as determined by Council (see page 5 of this document).
- Coursework requirements should be additive for the degree designation added. That is, the BS designation generally requires additional subject matter content (e.g., in math or science) to the BA designation. The additional subject matter content may not necessarily translate into greater total credits required for the required coursework. The additional subject matter content should translate to a higher-level subject matter competence, or demonstrably different competencies.
- Generally, six (6) to nine (9) credits of additional or different coursework in the discipline is acceptable as a minimal difference. That is, the BS requires at least six (6) to nine (9) credits of more or different coursework in subject matter content that supports the BS designation. More than a 15-credit hour difference would require a detailed explanation to justify the need for such a difference in program curriculum requirements. **Note.** The core coursework for the degree program must meet minimum requirements for the common core requirement (see page 5 of this document).
- The difference between degree designations (e.g., BA vs. BS, MA vs. MS) requirements should be reflected in required coursework. Differences in curriculum requirements established solely via institution-level graduation requirements should not be the basis for offering two (2) or more degree designations for a degree program.
- The need for the BS degree designation should be expressed in terms of a specific post-graduate opportunity or pathway. For example, the BS may be the default credential for graduate study in the discipline, and the proposed BS curriculum is designed to prepare students for graduate study in the discipline; or, the BS curriculum prepares students for a specific professional occupation better than the BA curriculum would do. The absence of a specific rationale based on such (or similar) post-graduate considerations indicates that there is no reason to have separate BS and BA degree designations.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Academic Program Technical Change Cover Sheet

1. Institution (complete legal name)	2. Program Change (Check one): CIP code <input type="checkbox"/> Degree/Certificate designation <input type="checkbox"/> Program Name <input type="checkbox"/>
3. Degree/certificate designation, existing program (spell out designation, include parenthetical abbreviation for degree programs)	
4. Name, existing program	5. CIP code, existing program
6. Last semester and year for granting existing degree/certificate	
7. Date of last technical change approved by SCHEV _____ Type of technical change approved by SCHEV _____	
8. New program name (if applicable)	
9. Degree designation (if applicable): add <input type="checkbox"/> change <input type="checkbox"/>	10. New CIP code (if applicable)
11. Semester and year of initiation, technical change	12. Semester and year of first graduates
13. Date approved by Board of Visitors (e.g., December 1, 2015)	
14. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
15. Location of academic program within the institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices). Department(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____	
16. Mode(s) of delivery: Face-to-face <input type="checkbox"/> Fully Online (100%) <input type="checkbox"/> Hybrid (both face-to-face and distance) <input type="checkbox"/>	
17. 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 technical change to the academic program.	

Certification Statements

1. A request of any kind has been or will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the technical change for the degree program.

Yes ☐

No ☐

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. If governing board approval is required, the governing board has been provided information regarding: credit hour change (if applicable), curriculum changes (if applicable), degree designation add or change, (if applicable), and duplication (if applicable) as part of its approval action.

Yes ☐

No ☐

If “No” is checked, include narrative text to explain why the governing board has not been provided the information. (150 words max.)

INSERT TEXT

The degree program will be subject to evaluation under SCHEV’s Degree Program Productivity and Viability policy. The degree program may be subject to closure if the program does not meet productivity viability requirements.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

Name (Printed)

Signature

Date

C. Procedures and Requirements for Merger of Degree 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. SCHEV reserves the right to request additional information.

1. Proposal Format

- Complete the SCHEV Merged Academic Degree Program Cover Sheet.
- Provide a table of contents.
- Provide a descriptive narrative that addresses item 2iii (see pages 64-65).
- Complete a SCHEV Summary of Projected Enrollments form (see page 66).
- Provide a descriptive narrative that addresses the projected resource needs as detailed in Part V (see page 67).
- Complete the SCHEV Projected Positions for the Merged Program form (see page 68). The FTE is faculty teaching effort to the degree program. The effort is based on faculty's teaching load and effort to teach core and required courses in the degree program.
- Complete the form, Funds to Initiate and Operate the Degree Program (see page 69).
- Complete the Certification Statements form, signed by the Chief Academic Officer, (see page 70-71).
- Complete documentation for an Intent to Discontinue Academic Programs for each degree program to be discontinued (see pages 73-77).
- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components, and Forms

Proposals for merging programs must include 10 components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) a "Merged Degree Program Cover Sheet"; (iii) a narrative description of the proposed merged program addressing the statements on pages 64-65; (iv) the "Summary of Projected Enrollments in the Proposed Program" form on page 66; (v) detailed narrative text as indicated in the "Projected Resources Needs for the Proposed Program" on page 67); (vi) the "Projected Positions for the Merged Program" table on page 68; (vii) the "Funds to Initiate and Operate the Degree Program" form (see page 69); (viii) the "Certification Statements" form (see page 70-71); (ix) an "Intent to Discontinue an Academic Program Cover Sheet" (see page 74) and a narrative description addressing the statements on page 77-76 for each degree program to be merged; and, (x) a table of contents.

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i) Letter from Chief Academic Officer

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

- indicate the institution's legal name, the nature of the request, the degree designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date.;
- provide a description of the change and include a description of the proposed merged degree program;
- summarize what is occurring to prompt the merger;
- explain how the merged degree program will fit with the institution's mission;
- describe the intent to discontinue degree programs and include the degree designation and name for the degree programs. Indicate whether the degree programs are in a critical shortage area;
- describe the institution's commitment to the proposed degree program in terms of resources (e.g., faculty, financial, and physical resources);
- describe funding plans for the proposed degree 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.
- the signature block must include the signatory's typed first and last name (and middle initial, if normally used) and full official title. The signature, either written or secured electronic, must appear between the closing valediction (e.g., "Sincerely,") and the typed name. If written, the signature must be legible. If electronic, the signature should be sized for readability.

Note: if the proposed degree 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 (complete legal name)			
2. Degree designation (spell out), program name, and CIP code, existing degree program #1			
3. Degree designation (spell out), program name, and CIP code, existing degree program #2			
4. Degree designation (spell out), program name, and CIP code, all additional existing programs			
5. Last semester/year for granting existing degree program #1	Degree program #2	Degree program #3	All additional programs
6. Degree designation (spell out designation) and program name, merged degree program			
7. CIP code, merged program		8. Semester/year to initiate merged program	
9. Semester/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 degree programs within the institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices). Department(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____			
14. Mode(s) of delivery: Face-to-face <input type="checkbox"/> Fully Online (100%) <input type="checkbox"/> Hybrid (both face-to-face and distance) <input type="checkbox"/>			
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 merged academic programs.			

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](#).” The document is available with this policy on the SCHEV website.

- Provide the institution’s legal name, indicate the nature of the request, and the degree designation and program name. Indicate the administrative location (academic units) on campus. Provide the initiation date (semester/year) of the merged degree program.
- What is the purpose of the degree program? Discuss the focus and intent of the program and what knowledge students will gain. What purpose will graduates serve?
- Include a brief history of discipline changes, if applicable.
- What are the degree programs to be discontinued? Indicate the academic unit(s) administering the degree program.
- Provide a description of the curriculum of the new merged degree program. How many credit hours are required for the proposed merged degree program?
Note. Strong educational justification must be provided if proposing to require more than 60 credits for an A.A., A.S. or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Summarize the focus of core coursework. Indicate the strengths of the core curriculum, if any. Summarize required coursework, if applicable. Provide a brief summary of the purpose of sub areas, if applicable. Provide a brief summary of the purpose of experiential learning (i.e., internship, practicum), capstone course, and dissertation requirements, if applicable. Detail the curriculum requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core courses, and foundation courses, research, seminar, restricted electives, clinical, internship/experiential course work, electives, thesis, and dissertation, if applicable. Include a brief description of the purpose and focus of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations, or tracks). Denote if courses are new. Provide a description of experiential learning requirements, if applicable. Include the requirements and outcomes. Indicate what will happen if a student fails the course and fails more than one time. As appendix items, provide a sample plan of study by semester for full-time and part-time students. Provide official course descriptions for core courses, required courses, and restricted electives. Provide information for experiential learning sites and/or accreditor curriculum requirements, if applicable. **Note.** If restricted electives exceed 15 courses, in the appendix indicate such and that official course descriptions are available in the university’s current catalog.
- 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? Institutions should include a curriculum map for all required courses.
- What employment skills will graduates possess? **Note:** abilities, skills, and competencies should be appropriate to the degree designation level and the curriculum core coursework, and required coursework, if applicable.

- What is the rationale for the proposed merger? Why is the merger needed at this time? Include support documentation (e.g., accrediting organization's requirements, industry regulations, licensing board requirements) as an appendix item.
- Is the merged degree program duplicating existing degree programs in the state? If so, indicate the institution, the degree designation, and the degree program name.
- What is the estimated headcount (HDCT) and annual full-time equivalent student (FTES) enrollment for students for the merged degree 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 degree program? Complete the "Summary of Projected Enrollments" form below.
- What are the resources needed to initiate and operate the merged degree program? What are the effects of any projected reallocation or savings of resources, if applicable? Provide narrative and tabular information to address resources for topic categories in v (see page 67). Provide information to address projected positions (see page 68). Complete the Funds to Initiate and Operate the Degree Program form (see page 69). Complete certification statements form (page 70-71).

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

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iv) Summary of Projected Enrollment in the Merged Degree Program

With the assistance of the institution's planning, Institutional Effectiveness, or Institutional Research staff, complete the "Summary of Projected Enrollments in Proposed Program" form.

Instructions:

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

Note. "Target Year" refers to the year the institution anticipates the degree program will have achieved full student enrollment. Degree programs that **do not** anticipate meeting SCHEV productivity standards should not be proposed (see the Virginia Public Higher Education Policy on Program Productivity). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the degree program.

Note:

- For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
- For four-year institution degree programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

State Council of Higher Education for Virginia Summary of Projected Enrollments in Proposed Degree Program

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

Assumptions:

Retention rate: %
 Full-time students: % Part-time students: %
 Full-time students credit hours per semester:
 Part-time students credit hours per semester:
 Full-time students graduate in years
 Part-time students graduate in years

Is summer required? Yes No

v) Projected Resource Needs

The purpose of this section is to identify: (1) expected resource needs for the merged degree program initiation and for operation through the full target enrollment year, (2) the sources of funding for the merged degree program, and (3) whether any additional state funding needs are anticipated.

Narrative Description of Resources to Initiate and Operate the Degree Program

Provide a description of resources (currently available and anticipated) to initiate and operate the merged degree program and the specific sources of funds to provide the resources, including but not limited to state appropriations or other special funds. The narrative description should address the topic categories below. Category titles cannot be altered.

full-time faculty	part-time faculty	adjunct faculty
graduate assistants	classified positions	equipment (including computers)
library	telecommunications	space
targeted financial aid	special tuition or fee charges*	other resources (specify)

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

For the “Funds to Initiate and Operate the Degree Program” form institutions must:

1. Calculate revenues using only **annual** tuition and E&G fees and by student domicile for the degree program. Do not use semester or per credit hour cost for calculation of revenues.
2. Assume 24 credit hours (12 credit hours per semester) for full-time graduate (masters and doctoral) student enrollment for the budget. Assume 30 credit hours (15 credit hours per semester) for full-time undergraduate student enrollment. Summer is not included for the academic year. Only fall and spring semesters are counted.
3. Student enrollment fall headcount (HDCT) and annual full-time equivalent student (FTES) enrollment should be consistent with the information in the SCHEV “Summary of Projected Enrollments in Proposed Program” chart.
4. For the “Program Target Year”: two-year institutions should use, initiation year plus 1 year.

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Projected Positions for the Merged Degree Program

Complete the following table. Indicate the faculty teaching effort (FTE) for faculty teaching core and required coursework for the merged degree program. Indicate the time dedicated by classified positions (personnel) to support the merged degree program.

	Program Initiation Year 20__ - 20__		Target Year 20__ - 20__	
	Current positions all degree programs to be merged	Ongoing and reallocated merged degree program	Added (New)*** merged degree program	Total FTE, graduate assistants, and time of positions for merged degree program
Full-time faculty FTE*				
Part-time faculty FTE**				
Adjunct faculty				
Faculty Subtotal				
Graduate assistants (HDCT)				
Classified positions				
Total				

*Faculty teaching effort, 50% or more of current teaching load dedicated to teach core or required courses in the degree program.

**Faculty teaching effort, less than 50% of current teaching load dedicated to teach core or required courses in the degree program—includes faculty in the academic unit or split with another unit.

***Added after initiation year and up through target year.

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Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Note. Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Degree Program			
Informational Category		Program Initiation Year	Program Target Year
		20__ - 20__	20__ - 20__
1.	Projected Enrollment (Headcount)		
2.	Projected Enrollment (FTES)		
3.	Projected Enrollment Headcount of In-State Students		
4.	Projected Enrollment Headcount of Out-of-State Students		
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$0	\$0
6.	Revenue from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$0	\$0
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$0	\$0
8.	Revenue from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$0	\$0
9.	Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program	\$0	\$0
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)		
11.	Total Funding	\$0	\$0

Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed merged degree program.

Yes ☐

No ☐

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes ☐

No ☐

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

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

Yes ☐

No ☐

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

4. The institution’s governing board has been provided information regarding the intent to discontinue one or more of the degree programs that will be merged and has approved the intent to discontinue the degree program(s).

Yes ☐

No ☐

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

5. The institution acknowledges that, if approved, the proposed merged degree program will be subject to evaluation under SCHEV's Degree Program Productivity and Viability policy. The degree program may be subject to closure if the program does not meet productivity viability requirements.

Yes ☐

No ☐

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

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

Yes ☐

No ☐

If "Yes" is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative to indicate the institution's full legal name and which institution will be the institution of record. Describe the collaboration to offer the proposed merged degree program. Additional information may be required.

The institution's Chief Academic Officer attests to the accuracy of the above statements.

Name (Printed)

Signature

Date

SECTION VII: DISCONTINUANCES

A. Procedures and Requirements for Intent to Discontinue Academic Programs

- All notifications for closure of degree and certificate 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 student enrollment, particularly programs in critical shortage areas. All documents for an intent to discontinue programs or degree designations must be submitted to SCHEV staff at least 90 days prior to the desired time frame (semester and year) by which no new enrollments will be accepted. Requests for the intent to discontinue degree and certificate programs must include the information required by SCHEV's policy. SCHEV reserves the right to request additional information.
- The termination date for reporting degrees should not exceed seven (7) years beyond the last date for reporting new enrollments.
- An institution seeking to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program), must submit documentation that includes the components noted below. **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 student enrollment in the degree designation.
- The intent to discontinue a degree program or a degree designation of a program in a critical shortage area requires additional information to justify closure. If degree program closure is in a critical shortage area, question #11 on the Intent to Discontinue form must be completed. For teacher education academic 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 exists for qualified workers, institutions can visit the Virginia Works (Department of Workforce Development and Advancement), and the United States Department of Labor, Bureau of Labor Statistics (BLS) websites.

B. Specific Instructions for Intent to Discontinue Degree and Certificate-Programs

1. Document Format

- Complete the SCHEV Intent to Discontinue an Academic Program Cover Sheet.
- Provide a table of contents.
- Provide a narrative to address item 2iii (see page 75-76).
- Insert any support documentation (e.g., charts or cited documents) in a labeled appendix, if appropriate.
- See General Requirements for All Documents on page 12 of this document.

2. Proposal Requirements, Components, and Forms.

Documents for discontinuing degree or certificate programs must include four components: (i) a cover letter signed by the chief academic officer containing the information listed below; (ii) an “Intent to Discontinue an Academic Program Cover Sheet”; (iii) a narrative description of the discontinuance addressing the statements on page 75-76; 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 a degree or certificate academic program or a degree program designation. The letter must:

- indicate the institution’s legal name, the nature of the request, the degree/certificate designation and program name, CIP code, initiation date, administrative unit, and the BOV approval date, if required (note if it is not required for a degree designation);
- briefly indicate the rationale for the intent to discontinue the degree or certificate program or degree designation;
- indicate whether students are enrolled in the degree or certificate program; indicate the teach-out plan, if applicable.
- indicate the institution’s plan to address state needs if the degree or certificate 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.
- the signature block must include the signatory’s typed first and last name (and middle initial, if normally used) and full official title. The signature, either written or secured electronic, must appear between the closing valediction (e.g., “Sincerely,”) and the typed name. If written, the signature must be legible. If electronic, the signature should be sized for readability.

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 (complete legal name)	2. Type of Program (Check one): Certificate program <input type="checkbox"/> Degree program <input type="checkbox"/> Degree designation <input type="checkbox"/>
3. Degree/certificate designation (spell out designation, include parenthetical abbreviation for degree programs)	
4. Program name	5. CIP code
6. Degree program approval date by Council _____	
7. Certificate program acknowledgement/approval date by SCHEV _____	
8. Semester and year beyond which no new enrollments will be accepted:	9. Teach-out time frame (semester/year) to (semester/year)
10. Termination time for reporting degrees/certificates (semester and year)	11. Date approved by Board of Visitors or State Board for Community Colleges (e.g., May 1, 2016)
12. For Critical Shortage Area Only. Check all that apply. Explain in attached narrative <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input type="checkbox"/> Lack of student demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Other </div> <div style="width: 45%;"> <input type="checkbox"/> Lack of market demand <input type="checkbox"/> Lack of institutional resources </div> </div>	
13. List of constituents impacted by action.	
14. If collaborative or joint program, identify collaborating institution(s). Note: Each collaborating institution must submit a separate “Intent to Discontinue” form.	
15. Location of academic program within the institution (complete for every level, as appropriate and <u>specify</u> the unit from the choices). Department(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____	
16. Name, title, telephone number(s), and email address of person(s) other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding the discontinuance.	

iii) Narrative Description

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

- Provide the institution's legal name, indicate the nature of the request, the program's degree or certificate designation level, program name, and the Classification of Instructional Programs (CIP) code. Indicate the administrative location (academic units) and off-campus site(s), if applicable of the degree or certificate program.
- Provide a background narrative that includes the degree designation or certificate designation and program name, and SCHEV approved initiation date. Indicate the purpose of the program, as approved by SCHEV.
- Provide a background narrative to succinctly summarize and describe the process of deliberation (within two (2) years of submission to SCHEV) that determined whether the proposed intent to discontinue should be requested. The narrative should describe referenced actions in chronological order and indicate dates and/or time frames, personnel, and what occurred. The narrative should conclude with a clear statement as to the role of the chief academic officer and/or president in a final decision to submit a request to SCHEV. If any authorized campus committees (not Board of Visitors) approved the intent to discontinue, committee names and dates of approval should be indicated in each case. **Note:** the background narrative is not the rationale to justify the proposed intent to discontinue. Statements about the rationales or justifications for the proposed intent to discontinue—including rationales adopted by decision-making committees or other bodies—should be communicated in the “rationale” section of the proposal.
- Provide a detailed rationale providing justification for the intent to discontinue the degree or certificate program or degree designation. Why is the discontinuance/closure needed at this time? Include support evidence and documentation, as needed. **Note:** if student enrollment is a rationale, data for the prior five (5) years should be provided.
- For degree programs in a critical shortage area, include a detailed explanation for the intent to discontinue the program. What will the institution do to address regional and state need for graduates of such academic programs? Provide support documentation, if needed.
- Indicate whether institutional records show any students are enrolled in the degree or certificate program. If no students are enrolled, indicate such and that no teach-out plan is needed. If students are still enrolled in the program, describe the institution's plans to “teach out” current students. Include the number of students. What is the teach-out date (semester and year to semester and year)? When (semester and year) does the institution anticipate students graduating? Indicate whether faculty are aware of the program closure. What is the impact on faculty positions and faculty?
- Indicate whether institutional records show any students are “stopped-out” of the degree or certificate, or degree designation. If no students are stopped-out,

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

For an intent to discontinue a degree designation, additional information is required.

Note. For degree programs that have had a degree designation added after a degree program has been approved by Council, SCHEV reserves the right to evaluate the curriculum requirements for both degree designations to determine whether discontinuance of the original degree designation would result in a departure from the degree program's originally approved purpose and curriculum requirements. In such cases, additional justification may be requested or submission of a new degree program proposal. Institutions should not allow the de facto closure of a degree designation by ceasing to offer the degree designation and program curriculum requirements for the degree designation. In such cases, the remaining degree program may differ from the original degree program resulting in a new degree program not approved by Council.

For an intent to discontinue a degree designation, include a detailed narrative to address the key statements below.

- Provide a detailed explanation of changes to the curriculum requirements as a result of the proposed intent to discontinue the degree designation. If no changes are needed, indicate such via a statement.
- Provide a side-by-side table to show the curriculum requirements for the existing degree program and the revised curriculum requirements.
- Provide a description of the curriculum for the remaining degree designation(s). How many credit hours are required for the degree program? **Note.** Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A.&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Summarize the focus of the core coursework? Summarize required coursework, if applicable. Provide a brief summary of the purpose of sub areas, if applicable. Provide a brief summary of the purpose of experiential learning (i.e., internship, practicum), capstone course, and dissertation requirements, if applicable. Detail the curriculum requirements including: course information (designator/prefix, name, and credit hour value) and the required number of credit hours in core courses, and foundation courses, research, seminar, restricted electives, clinical, internship/experiential course work, electives, thesis, and dissertation, if applicable. Include a brief description of the purpose and focus of sub areas (areas of emphasis, concentrations, focus areas, majors, options, specializations, or tracks). Denote if courses are new. Provide a description of experiential learning requirements, if applicable. Include the requirements and outcomes. Indicate what will happen if a student fails the course and fails more than one time. As appendix items, include a sample plan of study by semester for full-time and part-time students. Include official course descriptions for new and existing courses. Provide information for experiential learning sites and/or accreditor curriculum requirements, if applicable. **Note.** If

restricted electives exceed 15 courses, in the appendix indicate such and that official course descriptions are available in the university's current catalog.

- Indicate whether institutional resources will be needed to implement the intent to discontinue the degree designation. If no resources will be needed, indicate such via a statement. If resources will be needed, specify the resources and provide narrative and tabular information, if appropriate to explain the resources.

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Format/Order of section headings for degree program proposals submitted to SCHEV
[\(CLICK HERE TO RETURN TO TABLE OF CONTENTS\)](#)

The outline provided below is included here for convenience and formatting degree program proposals submitted to the State Council. All section headings are not included and degree program proposals may include additional headings and sections. Section headings should be maintained (text and order) as indicated. The outline should be used for modified degree programs (except modifications to add a delivery format) and degree program mergers. For new degree programs, suggestions for content to address section headings in the “New Degree Program Proposal” form can be found on pages 26-38 of this document.

Note. For new degree programs, institutions must use the “New Degree Program Guidance Document” for instructions and requirements. The “New Degree Program Proposal” form must be used for all new degree programs.

Description of the proposed degree program

Program Background

Institutional Mission (if applicable)

Delivery Format

Accreditation (if applicable)

State Agency Authorization (if applicable)

Admission Criteria (if applicable)

Curriculum

Time to Complete (if applicable)

Faculty Resources

Employment Skills

Expansion of Existing Programs (if applicable)

Relation to Existing Degree Programs (if applicable)

Effect on Existing Degree Programs

Justification for the proposed degree program

Response to Current Needs (Specific Demand)

Employment Demand

Duplication

Student Demand (if applicable)

SCHEV Student Projected Enrollment Chart

Projected resources for the proposed degree program

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

Cost and Funding Sources to Initiate and Operate the Degree Program form

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

Appendices

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